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ABSTRACT

The publication contains information pertaining to mainstreaming handicapped students into regular physical education and recreational programs, including an analysis of literature and bibliography. In part 1 terms such as mainstreaming, normalization, impaired, disabled, handicapped, and inconvenienced are clarified, and American Alliance for Health, Physical Education, and Recreation source publications are listed. In part 2, an analysis of literature shows focus on five major areas such as integration of handicapped students into regular school physical educational programs, integration of the handicapped camper into regular camping programs, and the attitudes of participants, peers, and personnel in the integration process. Suggestions are included to aid personnel in the integration process such as the need to stress noncategorical approaches, and the need to provide flexible programs. The bibliography, in part 3, is indexed by handicapping condition, and subject area. Part 4 contains a 261 item, largely annotated bibliography consisting of the following three sections: integration into regular classroom and community situations, integration into regular physical education and recreation programs, and audiovisual materials. (BP)

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INTEGRATING PERSONS WITH HANDICAPPING CONDITIONS INTO REGULAR PHYSICAL EDUCATION PROGRAMS

A Bibliography and Literature Analysis

Revised November, 1977

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This publication is an expansion and updating of Integrating Persons with Handicapping Conditions Into Regular Physical Education and Recreation Programs prepared under the direction of Dolores M. Geddes, former Research Associate in Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), AAHPER (now Associate Professor of Physical Education at the University of Southern California in Los Angeles). Under the direction of Liane Summerfield, Information Materials Assistant, IRUC staff. This publication has been revised to reflect continuous increase in information dealing with integration/mainstreaming of persons with handicapping conditions into regular programs. Information of this type on this topic is included on a monthly basis in IRUC INFORMATION UPDATES, which sell for $4.00 each from AAHPER Publications Sales (1201 16th Street, N.W., Washington, D. C. 20036). See page 7 for additional information.

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I. A WORD ABOUT MAINSTREAMING

MAINSTREAMING AND THE NORMALIZATION PRINCIPLE: AN INTRODUCTION

For many years psychologists, educators, physicians, and other professional personnel felt that handicapped children required special and separate schools, and special education programs were based on disabilities and categorical generalizations rather than on abilities and personal interests. This attitude was extended to leisure and physical education programs as well. However, labeling a child as *handicapped* or *special* emphasizes deficiences and differences rather than abilities and similarities among all children. Recently, therefore, many of these same professional personnel have been reconsidering categorical approaches and placement of handicapped children, regardless of type or severity of their conditions. Questions have been raised about the efficacy of educating these children in total separation from the mainstream of society; concerns have also been expressed about the effectiveness of any program based exclusively on specific diagnostic categories or broad generalized conditions.

These new attitudes are indicative of growing acceptance of *normalization* principles and approaches, which were pioneered in the Scandinavian countries in the early and middle 1960's and have been increasingly emphasized in the United States during the 1970's. Basically, normalization as a process emphasizes, regardless of type or degree of condition, that impaired, disabled, and handicapped persons participate in a normal life rhythm in which they get up for breakfast, leave home for school, work in sheltered workshops, attend day care centers or other activity facilities, return home after their day, and participate in recreational, community, and social activities according to their interests, needs, and abilities. They live in a bisexual world, in family size groups, and care for their personal needs to the extent they are able. As a result, disabled persons are being given opportunities to live in hostels, group and foster homes and through special provisions in communities, and in apartments; even severely and profoundly mentally retarded and multiple involved live in the community.

The term mainstreaming is often used synonymously with the term normalization. Although based on the normalization principle, mainstreaming is only one aspect of normalization. In fact, the concept of mainstreaming as related to normalization is often misunderstood or inappropriately defined. In an effort to resolve this dilemma and provide some direction in planning appropriate programs, the following definition is proposed:*

> Mainstreaming refers to the concept of providing appropriate educational services to handicapped children, regardless of their level of involvement, in settings as near to traditional education practice as possible.

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*Based on materials developed by Dale E. Coons, Department of Counseling and Special Education, University of Akron, Akron, Ohio, 44325

This definition can be extended and adapted to include recreation and physical education opportunities, as well as various types of educational service. *This definition does not--*

- suggest massive return to or placement of all handicapped children in regular grades, recreation programs, or physical education classes;
- refer to separate settings as equivalent placements;
- mean the end of all self-contained special programs as service vehicles for children.

This definition does suggest--

- a *continuum* of service alternatives appropriate to allow placement of children as individuals not members of categories;
- some system other than the present dichotomy of placement in either regular or special classes, recreation programs, or physical education programs;
- a need to integrate all levels of handicapped children to the maximum extent possible. Integration may be only in non-academic areas, play areas, lunch areas, or day/residential camping;
- a need for greater understanding of handicapped children by all school, recreation, and physical education personnel. Emphasis in preservice and/or inservice programs to attain this type of understanding should emphasize ability, potential, and similarities of *all* children, while recognizing the special needs of *each* person so that the individuality of each participant is preserved;
- new roles for educational, recreation, and physical education personnel in providing services to handicapped individuals. For example, persons who can provide resource and support assistance to regular class teachers are priority needs in many settings;
- need for administrative acceptance of the concept as a basis for necessary organizational flexibility of programs and coordination of activities to assure implementation in the best interests of *all* children.

Basic to normalization and mainstreaming is a non-categorical approach in which *each* person is looked upon and approached as an individual. Traditionally, however, handicapped individuals have been classified, categorized and programed according to specific physical, mental, emotional, or social conditions. Inherent in a categorical approach is the *false assumption* that all persons with the same condition have identical needs, interests, and abilities; they are looked upon as mechanized robots from an assembly line! Failure to recognize the uniqueness of each person negates the concept of individual differences. In fact, many persons find as many differences among people with the same condition as between these individuals as a group and those with other conditions or those with no impairment,

disability, or handicap at all. To plan and program for all visually impaired, orthopedically involved, cerebral palsied, or cardiac patients in the same way is no more valid and justified than planning and programing in the same way for all children of the same chronological age, sex, or home state.

A close parallel exists between the false dichotomy of mind and body and the false assumption that all individuals with the same impairment, disability, or handicap fit a standard mold. Differentiation of mind and body and labeling conditions are necessary for discussion purposes, as learning experiences for students, and to develop certain understandings, appreciations, and knowledge. (It also appears that categorical approaches are necessary for funding purposes!) However, when programing for and dealing with real people, segregating according to isolated parts is at best an academic exercise. Three groups should be considered for participants whatever the activity:

Regular groups comprised of individuals who have the ability, confidence, experience, awareness, stability, understanding, interest, and motivation to participate in one or more activities on an integrated basis. This would represent the non-specialized, integrated program.

Intermediate or half-way groups made up of persons who have the potential for regular group participation but for the present are lacking some element which will eventually enable them to participate successfully, safely, and with personal satisfaction. This would represent the special class in a regular school or recreation program, where the entire group consists of persons with handicapping conditions. Some activities are separate from the rest of the program, and others are conducted together. A special unit can serve as a transitional step between specialized and non-specialized programing for a child who cannot yet cope with physical, emotional, and social demands of a non-handicapped group. Semi-integrated programs can provide children with opportunities to have experiences and develop friendships both with able-bodied and disabled children, with less stress than in the totally integrated program. Unless care is taken, a special unit can defeat some of the objectives of integrated programing. For example, teachers and leaders might be tempted to keep a child in the special unit after he or she is ready to join the able-bodied group, since it is easier to plan for and handle a special placement.

Special groups for individuals who need long-range opportunities and experiences in special, sheltered, segregated programs because of the severity and complexity of their conditions.

Within this framework youngsters are guided and placed in situations in which they can compete and participate. Physical, motor, camping, and outdoor activities are not considered as entities, but in terms of each specific area so that an individual who is outstanding in one area but weak in another is programed according to specific abilities, limitations, and needs. The major criterion for placement is not one's physical, mental, emotional, or social deficiency, but the individual's total ability to function in activities of immediate concern. Sufficient flexibility to individualize activities, methods, and procedures is a fundamental organizational consideration and administrative responsibility in non-categorical programing.

A CLARIFICATION OF TERMS

The terms *impaired, disabled,* and *handicapped* are often used synonymously and interchangeably. Society imposes labels, particularly upon individuals with various physical, mental, emotional, and social conditions. This is a paradox when one considers that we live in an era in which emphasis is on the individual and what he or she can do. The paradox is even more confusing when one realizes that this is *not* the way in which many individuals with various conditions look upon themselves. Recognizing that there are important differences between the terms and among impaired, disabled, and handicapped persons themselves, the terms are differentiated here. Involved professionals must promote appropriate definition, connotation, and exact use of each of these terms with respect for the way individuals with various conditions look upon themselves, not in ways that have been culturally imposed by society and by persons without any of these conditions.

- *Impaired* individuals have identifiable organic or functional conditions; some part of the body is actually missing, a portion of an anatomical structure is gone, or one or more parts of the body do not function properly or adequately. The condition may be permanent, as in the case of amputation, congenital birth defect, cerebral palsy, brain damage, or retrolental fibroplasia. It may be temporary--functional speech defects, some learning disabilities, various emotional problems, certain social maladjustments, or specific movement deficiencies.

- *Disabled* individuals, because of impairments, are limited or restricted in executing some skills, doing specific jobs or tasks, or performing certain activities. Individuals with certain impairments should *not* be automatically excluded from activities because a condition makes it appear that they cannot participate safely, successfully, or with personal satisfaction. Some impaired persons attain high levels of excellence in activities in which they are not supposed to be able to perform or participate; is this success *in spite of* or *because of us*?

- *Handicapped* individuals, because of impairment or disability, are adversely affected psychologically, emotionally, or socially. Handicapped persons reflect an *attitude* of self-pity. Some individuals with impairments and disabilities are handicapped, some severely. Others with severe impairments or disabilities adjust extremely well to their conditions and live happy and productive lives. In their eyes they are not handicapped even though society continues to label them handicapped. Undoubtedly many persons in society with neither an impairment nor a disability are handicapped!

An additional term is perhaps more descriptive than the terms impaired, disabled, and handicapped, and it has been in use for several years and is actually preferred by most individuals with handicapping conditions. This term is *inconvenienced.* Most persons with handicapping conditions regard

themselves as having to live with an inconvenience, major at some times, hardly noticeable at others. The term inconvenienced is thus suggested as an alternative to the terms impaired, disabled, and handicapped.

KEEPING UP TO DATE

New developments, publications, and ideas outdate a bibliography before it is even published. Although materials listed and described in this publication represent the latest sources on mainstreaming, readers are urged to keep up-to-date. The following sources are regular AAHPER/IRUC publications designed for this purpose:

Practical Pointers, a series of publications providing functional, how-to-do-it information about physical education, recreation, sports, and related activity areas involving impaired, disabled, and handicapped persons. The following issues in the Practical Pointers series are now available:

Developmental Purposes of Commercial Games (#1)

Circuit and Station Activity Approaches (#2)

Rhythmic Activities for Children (#3)

Creative Dramatics (#4)

Adapted Equipment for Physical Activities (#5)

Individualized Education Programs (#6)

Information Updates, monthly indexed listings of current materials about handicapped individuals; mainstreaming, deinstitutionalization, normalization, and individualized programing are among indexing terms.

IRUC Briefings, AAHPER/IRUC's quarterly newsletter providing information about programs, methods, media and materials, professional enrichment opportunities, and legislation.

IRUC Reprints, photocopies of hard-to-find, out of print, and unpublished items such as curriculum guides, conference proceedings, research reports, and articles.

AAHPER publications that may be of practical assistance and contain additional resources for integrating handicapped individuals into regular physical education and recreation programs include:

Aquatic Recreation for the Blind. 1976, 128 pp.

> Harry Cordellos, who is blind himself, provides a first hand account of unique problems facing visually impaired persons in aquatic activities. Emphasis is on safety first. Topics covered include diving, survival swimming, and lifesaving, small craft safety, water skiing, and scuba diving.

Challenging Opportunities for Special Populations in Aquatic, Outdoor, and Winter Activities. 1976, 128 pp.

This guide provides a broad range of unusual and adventurous activities for impaired, disabled and handicapped persons, such as bicycling, fishing, hiking and nature trails, horseback riding, hunting, and wilderness camping. Also includes a composite chart of resource contacts enabling readers to identify and locate specific personnel and programs.

Involving Impaired, Disabled and Handicapped Persons in Regular Camp Programs. 1976, 128 pp.

Designed to aid camp personnel, recreation agencies, and parents in involving persons with handicapping conditions into regular camp programs. Covers such topics as recruitment of campers, orienting campers to camp life and to other campers, and involving them in camp activities. Emphasis is on the similarities between handicapped and non-handicapped campers.

Making Physical Education and Recreation Facilities Accessible to All. 1977, 144 pp.

Designed as a beginning reference for those involved in planning and implementing physical education, recreation, and sports programs for all. Focus is on removal of physical and architectural barriers from facilities used for physical education, recreation and sports so everyone can use them regardless of handicap. Discussions and examples of each type of facility are followed by an annotated listing of appropriate reference.

Testing for Impaired, Disabled, and Handicapped Individuals. 1975, 112 pp.

Provides information about physical fitness tests, perceptual-motor scales, and developmental profiles for use with impaired, disabled, and handicapped persons. Summaries of instruments in each of the listed areas contain information about where each device is available, what is measured and how it is measured, administrative considerations, and general comments.

Order publications from AAHPER Publication Sales, 1201 Sixteenth Street, N. W., Washington, D. C., 20036.

II. ANALYSIS OF LITERATURE

Many mainstreaming models have been designed and implemented during previous years; literature from this activity has resulted in much information specific to the classroom setting. Some representative examples of program literature and research studies of this subject are included in Part A of the Bibliography. References in Part A cover a wide variety of topics in the controversial subject area of integrating impaired, disabled, and handicapped students into regular class situations including: (1) issue of segregation versus integration; (2) integration models for students who are educable or trainable mentally retarded, physically handicapped, hearing impaired, visually impaired, learning disabled, emotionally disturbed, neurologically handicapped, socially/culturally deprived, language and speech impaired, gifted, dyslexic, and have cardiac disorders; (3) handicapped student attitudes and motivation; (4) handicapped student reaction to peer group pressures, social stigma influences and resultant psychological damage; (5) handicapped student personal and social adjustment; (6) special student classroom behavior; (7) handicapped student social, emotional, mental and physical development; (8) peer group attitudes and acceptance of special students; (9) attitudes and involvement of teachers and related school personnel; (10) inservice and preservice training models for classroom teachers; (11) classroom teacher methodology, teaching skills, behavior modification techniques and use of equipment, and (12) family attitudes, involvement and relationships to handicapped students.

Other factors decreasing separate or segregated services provided to individuals of all ages with handicapping conditions are normalization and deinstitutionalization procedures. Normalization legislation in the Scandinavian countries in the 1960's has resulted in movement of mentally retarded individuals from residential situations to hostels, group and foster homes, special community programs, and apartments (63,64,65). The normalization principle stresses making available to mentally retarded persons patterns and conditions of everyday life that are as close as possible to the norms and patterns of the mainstream of society. Life routines such as eating breakfast, going to school and work, returning home, going on recreational outings, and participating in community and social activities (147) are part of normalization procedures. In addition, deinstitutionalization procedures in many states are causing large numbers of severely and profoundly mentally retarded residents in state hospitals and schools to move into community living facilities. These impaired, disabled, and handicapped individuals who are placed in the community are being integrated into community recreation programs.

Teachers and recreation leaders responsible for regular physical education and community recreation programs are now requesting assistance as individuals with all degrees and types of handicapping conditions are integrated and mainstreamed through normalization approaches. Therefore, an extensive review of related program literature and research studies was done by Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC) staff. Results of that search for information to assist physical education and recreation personnel and to suggest future needs and priorities in research and program materials are reported in this publication. Five major areas, identified as priority areas following literature review, will be discussed at length in this section.

1. *Integration of students with various handicapping conditions into regular public school physical education, athletic, and intramural programs is feasible and desirable in certain instances if such programing is approached with positive attitudes and understandings on the part of related personnel and appropriate, flexible program planning and activity modifications are made when necessary. However, social adjustment may be better achieved in separate rather than in integrated physical education classes.*

DISCUSSION: References concerning integration of handicapped children into public school physical education programs included such topics as integration of: orthopedically/physically handicapped students (154,202); special education class students with a variety of handicapping conditions (138,162,227,231); mentally retarded students (112,125,126,141,229); and visually impaired students (137,139,142,143,144,145,169,188,209,237,238,239). These references contain information for program development, organization and administration, activity modification, resources and examples of successful programing.

Additional research literature was available relative to integrating mentally retarded students into regular physical education and athletic programs. In 1961, Anooshian (125) conducted a research study to evaluate required integration of educable mentally retarded (EMR) boys into a California high school boy's physical education classes in order to determine resultant effects on instructional practices. Of primary concern was identification of problems confronting physical education instructors. Major conclusions included: (1) most administrators favored continued integration of EMR students in physical education; (2) individual practices, philosophies, and personalities of instructors, administrative procedures and policies of the school and its physical education program, and personal feelings as to the advisability of integrated physical education classes were important factors that affected types and frequency of problems when EMR students were integrated in physical education classes; (3) disagreement occurred in results over number, type, and seriousness of problems arising when these students were integrated in physical education; (4) integration was felt to be justified although further research was recommended since one-third of respondents were not in favor or were unsure over the question of integration; (5) certain types of physical education instructors and programs were conducive to harmonious integration; (6) most physical education instructors recognized existing problems and had a high degree of concern for students; (7) many problems could be eliminated with administrative planning; and (8) the need to emphasize to physical education personnel the importance of adapted play in the total education of educable mentally retarded children.

Social adjustment was better achieved in separate rather than in integrated physical education classes in two research studies. Stein (229) investigated changes in physical fitness in relation to intelligence quotient, changes in social distance, and physique changes of intermediate school mentally retarded boys after their participation in a regular physical education program for one school year. Findings included losses by the retarded students in social status as measured by Cowell Personal Distance Scale that differed significantly from losses experienced by subjects in other IQ groups investigated. Adams (112) studied effects of a one-semester adapted physical

education program upon motor proficiency and social adjustments of educable mentally retarded (EMR) junior high school girls. Findings included better social adjustment among EMR girls who participated in separate adapted physical education classes than those who stayed in regular physical education classes.

In 1966, Brace (141) surveyed the status of physical education and recreation opportunities provided mentally retarded children in the nation's public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers; results were based on 1,589 responses (37.6 percent) from these individuals. Conclusions included the following regarding integrated situations: (1) there is a need for teachers with mentally retarded pupils in their classes to have a better understanding of mental retardation; (2) the educable retarded should be taught in physical education classes with normal pupils at least part of the time, but modified activities suited to the mentally retarded should be provided to a greater extent; and (3) there is a need for more opportunity for mentally retarded pupils to participate in intramural sports on teams with normal pupils. In addition, the study indicated that there was a very strong opinion that educable mentally retarded students (EMR) can be taught physical education successfully in classes with normal pupils, but that trainable mentally retarded (TMR) cannot be so taught. There was also agreement that EMR and TMR should not be taught in the same classes.

In a 1968 survey report (119) of state high school athletic or activity associations to determine national trends and specific procedures for establishing eligibility of mentally retarded students for inter-scholastic athletics, focus was upon: (1) criteria to determine eligibility of mentally retarded students; (2) limitations placed upon their participation; (3) rationale and reasons why they were denied opportunities to participate; (4) plans being formulated to change rules to grant their eligibility; and (5) differences in rules for mentally retarded students enrolled in special classes in regular schools and for those enrolled in special schools. Results showed that in 22 states (44 percent) mentally retarded students were eligible and did participate, in 10 states (20 percent) they were eligible on the basis of broad interpretation of association bylaws, and in 17 states (34 percent) they were not eligible primarily because of scholarship or academic criteria. Information is given in the report to assist personnel for including retarded students who are currently not eligible for inter-scholastic athletics. Since the time of that study, additional states have changed eligibility requirements so that mentally retarded students might participate in athletics.

Research reviewed on the question of integration vs. segregation for physical education and athletic programs seems to indicate that integration of handicapped students into regular physical education, athletic and intramural programs is feasible and desirable in certain instances if such programing is approached with positive attitudes and knowledge on the part of related personnel. Appropriate flexible program planning and activity modifications should be made when necessary.

FUTURE NEEDS: In view of current federal legislation--P.L. 94-142, which requires physical education for all students receiving a special education, and Section 504 of the Rehabilitation Act of 1973, requiring recipients

of federal funds to provide handicapped individuals with equal opportunities for physical education, athletic, and intramural participation--mainstreaming approaches and/or a flexible combination of integrated and segregated situations are sure to increase in the near future. Therefore, there is a great need for additional research and program literature on this topic to assist all related personnel for provision of programs.

2. *There is a demand for assistance and information concerning integrating or mainstreaming impaired, disabled, and handicapped individuals of all ages into community recreation programs. Available research data and program literature is inadequate in relation to current and projected future needs due to such factors as state legislation, litigation, consumer advocacy, deinstitutionalization policies and normalization procedures.*

DISCUSSION: The literature on mainstreaming/integrating handicapped children, youth, and adults into ongoing community recreation programs spans a wide variety of topics including: participation of retarded children in regular recreational activities at community agencies (141,208,211,212,214, 218,221,232); public recreation opportunities for impaired, disabled, and handicapped persons in general (149,151,175,181,198,200,213,215,216,219, 228,234); inclusion of orthopedically/physically handicapped persons in regular recreation programs (159,217); integration of mentally ill or former psychiatric patients in community recreation (131,173,177,226); analysis of leisure orientation and recreational activities of retirement community residents (146); and integration of visually impaired persons into community art programs (196), senior programs (124,204), and other recreation programs (139,153,179).

Mainstreaming approaches considered successful by personnel involved were those that provided appropriate leisure and recreational skills for mentally retarded individuals (214,240) and psychiatric patients (111) for successful participation in community activities. In these programs, participants were also acquainted with various programs offered in their community and given an understanding and knowledge for future use of local facilities after discharge or graduation from the training program. Information is presented in the literature (127,128,129,132,135,136) for overall organization and development of integrated recreation programs in cooperation with local agencies and organizations. Guidelines for parents and others concerning how to find recreation services, how to start a recreation program and examples of successful programs are provided in a report of a three-year study supported in part from the Children's Bureau, U. S. Department of Health, Education and Welfare (134).

Additional assistance for this type of community programing is given in a final report of a three-year study at New York University in 1971 concerning services being provided, standards and criteria for provision of services, problems and obstacles, and related literature to assist in programing and public relations (132). The necessary element of risk-taking in community recreational experiences in normalization programs conducted in Sweden (211) is stressed during youth club outings since benefits derived contribute to a sense of human dignity and personal development.

FUTURE NEEDS: Due to current trends for mainstreaming/integrating individuals with handicapping conditions into community recreation programs in addition to deinstitutionalization procedures being employed in many states that result in additional handicapped consumers for community recreation programs, there is need for more in depth research information to aid personnel in programing. Areas of investigation that should be considered include: social, emotional, and physical effects of integrated programing upon the individual; provision of basic leisure and recreational skills for successful program integration; standards or guidelines for organization and administration of programs with appropriate interagency involvement; state and national analyses of future needs regarding mainstreaming handicapped individuals from institutions, state hospitals/clinics, halfway houses, special programs and day care facilities into community recreation programs; inservice training for recreation personnel; development of flexible model programs for full integration, partial integration and combinations of separate and combined programs; consumer advocacy models; activity modification approaches; and state plans relative to legislation, litigation, deinstitutionalization and mandatory zero-reject principles.

3. *There is a current trend toward integrating handicapped campers into ongoing camp situations originally designed for non-handicapped children and youth. Efforts to date are generally considered successful in terms of enjoyment, peer group acceptance and attitudes, enhanced social interaction among groups and individuals, awareness and understanding of handicapping conditions by non-handicapped campers, and increased experiences in physical and natural activities.*

DISCUSSION: Emphasis is noted in the literature concerning integrating handicapped and non-handicapped individuals in camp programs. Some representative references reviewed include topics on: organization and administration relative to directors and other staff members of "normal" camps for integration of handicapped campers into their programs (193,194,210); integration of mentally retarded and wheelchair-bound persons into day camping programs (130,178,189,232); integration of handicapped children with normal children into regular camp settings (161,165,195,224); integration of physically handicapped (160,176,217,223) and mentally retarded (167,242) children into regular camps; integration of handicapped children into Fresh Air Fund camps which provide programs for non-handicapped campers on the basis of financial and personal needs (152,222); a case study of one unsuccessful mainstreaming attempt (197); use of physically handicapped adults as counselors (241); specialized camps as preludes to integration (220); and integrated camping (236) and tour camping (148) for handicapped young adults.

Some objectives stressed by integrated camp programs are improved peer-acceptance and attitudes, enhanced social interaction among groups and individuals, awareness and understanding of handicapping conditions on the part of non-handicapped campers, improved physical condition, development of competitive skills, increased experiences in physical and natural activities, in addition to improved self-awareness on the part of physically handicapped children (16,167). In 1967, a program sponsored by the Easter Seal Society for Crippled Children and Adults of Massachusetts, Inc. (161) was considered successful on basis of evaluation by questionnaires, personal

interviews and field visitations. Handicapped children were put into semi-integrated, fully integrated and day-integrated situations; general conclusions made at the end of the study were that these handicapped children enjoyed camp and gained from the experience. Evidently, previous camp experience was not related to camp adjustment nor was length of time in attendance. Suggestions for future study were to examine social interaction in models or different social structure and development of training materials for counselors. Dibner and Dibner (160) also conducted a two-year field study of physically handicapped children integrated into regular summer camps. The purpose of this study was to explore the structure of integrated and segregated settings and to determine their effects on the social-behavioral relationships, feelings and attitudes of the children and the camp staff. Conclusions given were that some aspects of both types of camps could be improved by changes in programing; although there seemed to be a correlation between social interaction and type of social structure, there was also a high degree of potential for change in the social structure and a positive opportunity to influence social behavior.

FUTURE NEEDS: Since efforts to date generally have been successful and since organization and administration models have been developed for a variety of mainstreaming approaches, there is an apparent need to continue this programing in the future. Specific priorities that should be considered for investigation are: (1) further development and revision of integration models; (2) guidelines, standards and evaluative criteria for integration models that are based upon interagency and family cooperation; (3) inservice training for camp personnel; and (4) in depth determination of contributions of the integrated camping situation upon the total development of the camper with a handicapping condition.

4. *Much emphasis concerning visually impaired persons in given in the literature on integrating individuals with handicapping conditions into existing physical education and recreation programs. Basic information is available to the practitioner for such programing; indications are that with appropriate adaptations, blind and partially sighted persons can participate actively and successfully with sighted individuals.*

DISCUSSION: This particular topic is given much emphasis in the literature on integrating persons with handicapping conditions into physical education and recreation programs. An indication of this interest is demonstrated by the holding of a "Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Education and Recreation Programs" sponsored by the American Foundation for the Blind and the Cleveland Society for the Blind (139). The American Foundation for the Blind has also been instrumental in developing related publications for integrating the visually impaired into community art programs (196) and community senior programs (124,204) in addition to other materials for working with blind and partially sighted persons. In an effort to encourage integration of visually impaired students into regular physical education and recreation programs, several authors (137,142,144,145,169,179,188,238) have described integrated programs in which they have been involved. A research study by Wienke (237) indicated that with suitable adaptation, modification, and teaching aids, blind children can participate actively in physical education

classes with sighted children. Additional assistance for adaptation of activities is given in publications by Buell, Cordellos, and Kratz (143,157, 192). The importance of mainstreaming visually impaired students into physical education and recreation programs is supported by a research study done by Nezol (209) who reported a significant intercorrelation among blind students' higher sociometric status among their peers, higher quality physical education programs and a choice of an active recreational activity. Segregated physical education and recreation programs for the visually impaired also can contribute to the total development of the individual and this approach is often mentioned in the literature (155,157,200,239). Kramer (191) established guidelines for special agencies serving blind children in order to integrate them into community recreation programs.

FUTURE NEEDS: Some information is already available relative to integrating visually impaired persons into physical education and recreation programs; however, additional program literature and research data is needed. Statements made in this guide concerning future needs in integrated camping, physical education and recreation situations are applicable for the needs of the visually impaired.

5. *Little information is known about attitudes on the part of the participant, his peers, and related program personnel in integrated physical education and recreation programs. However, there are some indications that integrated situations may produce desirable participant attitudes and that positive program personnel attitudes will promote participation in more vigorous physical activities by the handicapped student.*

DISCUSSION: Very little information is available concerning attitudes of participants and attitudes of others such as peers and school or program personnel in integrated physical education and recreation programs (142,150, 208,222,225) even though attitudes relative to integrated special class placement is discussed frequently in the literature. Buell (142) felt that improper attitudes and lack of knowledge about physical potential of blind students could account for lack of vigorous physical education activities in many public schools. Seamon (225) found that orthopedically and neurologically handicapped secondary school children integrated into regular physical education programs had a more favorable attitude toward physical education than those children in the adapted physical education program. In addition, students expressing the most favorable attitudes participated significantly more in physical activities outside the school than did the latter group.

FUTURE NEEDS: Since little information is available on the subject, the only future need statement that can be made is that additional study is needed on attitudes in integrated physical education and recreation situations with comparison of findings to the data in the literature for attitudes in the integrated classroom setting. A logical implication that should be investigated is extension of Buell's statement concerning visually impaired persons in that improper attitudes and lack of knowledge about physical activities for the handicapped student affects the amount of vigorous physical education activities provided in many public schools.

In summary, analysis of research and program literature relative to integrating individuals with handicapping conditions into ongoing physical education and recreation programs reveals:

- Mainstreaming in regular public school physical education, athletic, and intramural programs is feasible and desirable in certain circumstances; current and impending state legislation for mandatory physical education for *all* public school students creates an urgent need for additional literature on this topic.

- Successful integration into community recreation programs is possible in different situations; more research data and program literature are needed because of increased programing as a result of consumer advocacy, deinstitutionalization policies and normalization procedures.

- Integration into ongoing "normal" camp situations has been successfully attempted; increased activity will probably continue in the future.

- Emphasis is given concerning integration of visually impaired persons into existing physical education and recreation programs with resulting available information for future programing.

- Some inclusion of physical or recreational activities in integrated classroom programs is given; increased provision should be made in recognition of contributions of physical education and recreation activities as part of the total educational picture.

- Little information is available concerning attitudes of participants with handicapping conditions, their peers and related program personnel.

Accordingly, the following suggestions are made to aid personnel in need of direction and assistance due to integration of individuals with handicapping conditions into physical education and recreation programs:

- Fulfill the future needs stated in this analysis of the literature.

- Apply existing program information and research findings for integrated situations in addition to information available for regular, non-integrated and special, segregated physical education and recreation programs. Some representative examples of special program literature are contained in Part 3 of the Bibliography. These references include information on methodology, program development, financial assistance, equipment, resources, evaluation, and activity modifications.

- Develop for implementation pre- and inservice training models for physical education and recreation personnel who will be or are involved in integrated programs.

- Stress the noncategorical approach in accordance with individual social-emotional, mental and physical functional levels.

- Plan future programs allowing for the possibility of increased numbers of handicapped participants but with the perspective that extreme inflexible mainstreaming situations may change to more moderate and adaptable approaches.

- Provide flexible programs with integrated, segregated or partially integrated combinations in addition to other approaches such as use of resource rooms or teachers, program aides, specialized consultants, or special coordinators. One example of this type of programing in the public schools might be special, separate skill development sessions when necessary for a student in an integrated physical education class, provision of services from resource teachers and assistance from aides for developing such skills as dressing quickly, recording scores and opening padlocks on lockers.

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EXPLANATION OF SYMBOLS USED IN BIBLIOGRAPHY

Some items in the following bibliography are marked with symbols to assist users in obtaining them:

+ Available from IRUC Reprint Service in photocopy. Cost is 10 cents per page. All orders must be prepaid except for official purchase orders over $10.00. Please use indicated order number when ordering.

* Available from ERIC Document Reproduction Services (EDRS), P. O. Box 190, Arlington, Virginia, 22210. Use ED number when ordering; postage is extra.

IV. BIBLIOGRAPHY: PART A

INTEGRATION INTO REGULAR CLASSROOM AND COMMUNITY SITUATIONS

1. Abelson, A. G. "Measuring Preschools' Readiness to Mainstream Handicapped Children." Child Welfare 55:3: 216-220; March 1976.

Along with the emphasis on early identification and early intervention, parents of handicapped children need to be directed to regular preschool settings offering appropriate educational experiences. This article describes a study to ascertain whether programs and facilities in Washtenaw County, Michigan, were acceptable for placement of handicapped preschoolers. Of the 45 preschools studied, none indicated that they were unwilling to accept handicapped children.

2. Abeson, Alan. "The Educational Least Restrictive Alternative." Amicus 2:4: 23-26; June 1977.

The principle of least restrictive alternative, required by P.L. 94-142, mandates the placement progression that must be considered in providing educational programs to handicapped students. Article reviews least restrictive alternative and its relationship to mainstreaming.

3. Aiello, Barbara, editor. Making it Work: Practical Ideas for Integrating Exceptional Children into Regular Classes. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1975. 112 pp. $5.50.

Intended for special education and regular teachers, the guide contains brief articles on the nature of mainstreaming handicapped children; mainstreaming models at the preschool, elementary school, and secondary school levels; specific suggestions for setting up mainstreaming programs; and interviews with five persons involved in mainstream education.

4. Babbitt, Frank. "Mainstreaming Disadvantaged and Handicapped Students." Architectural Education Magazine 47:11: 250, 255; May 1975.

Defines mainstreaming as taking disadvantaged or handicapped students into regular programs and developing an instructional system that will meet their needs.

5. Barngrover, Elaine. "Clearinghouse: A Study of Educators' Preferences in Special Education Programs." Exceptional Children 37:10: 754-755; Summer 1971.

Fifty teachers, administrators, and school psychologists in daily educational contact with exceptional children were interviewed to

determine opinions on special class versus regular class placement for mildly exceptional children. Twenty-seven favored retaining present program of special classes, and 23 advocated placement in regular classroom, citing special provisions which should be made to integrate the exceptional child. Classroom teachers more often favored retention of special classes, while nonteaching educators interviewed tended to prefer regular class placement of the mildly exceptional.

6. Beery, Keith E., chief editor. Models for Mainstreaming. San Rafael, California: Dimensions Publishing Co., 1972.

   Reviews what has been going on in special education mainstreaming and describes program models.

7. Bennett, Leatha Mae, and Ferris D. Henson II. Keeping in Touch with Parents: Teacher's Best Friends. Austin, Texas: Learning Concepts (2501 North Lamar, 78705), 1977. 113 pp.

   Discussed are teacher behaviors that facilitate communication with parents, physical room arrangements, preparation for meetings, indirect communication, and involving parents in teaching. This is one of the *Mainstreaming Series*.

8. Best, Gary A. "Mainstreaming Characteristics of Orthopedically Handicapped Students in California." Rehabilitation Literature 38:6-7: 205-209; June-July 1977.

   Reports results of a survey of administrators having direct responsibility for school programs involving physically disabled students in California. Discussion of results is presented.

9. Birch, Jack W. Retarded Pupils in the Mainstream--The Special Education of Educable Mentally Retarded Pupils in Regular Classes. Reston, Virginia: The Council for Exceptional Children (1920 Association Drive, 22091), 1974.

   This book is designed to familiarize special and regular class teachers with mainstreaming by highlighting actual stories of six school districts across the nation where mainstreaming has been adopted.

10. Blumberg, Lisa. "The Case for Integrated Schooling." The Exceptional Parent 3:4: 15-17; September-October 1973.

    Author describes her experiences, as someone with cerebral palsy, in integrated class situations during public school and university attendance. Described are the many benefits to be gained from confronting real life situations on a daily basis.

11. Braddock, David. Opening Closed Doors: The Deinstitutionalization of Disabled Individuals. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1977. $7.50.

    Reports results of studies of deinstitutionalization, accreditation of residential facilities, and training materials on reintegrating retarded individuals into the community.

12. Brill, Richard G. "Mainstreaming: Format or Quality?" American Annals of the Deaf 120:4: 377-381; August 1975.

Voices a strong statement against mainstreaming of deaf children, contending that the typical deaf child is best placed in a very special educational program.

*13. Brown, Gerri. An Educational Model for Autistic Children. Orlando, Florida: Orange County Public Schools, 1974. 97 pp. (ED 113 922)

The handbook provides a guide for the development of a public school program for autistic and seriously emotionally disturbed children based on the experience and successful elements of the Orange County (Florida) School District program. In addition to discussing such aspects of the program as rationale and philosophy, goals, eligibility, organization, and placement of children, the author includes a section on determining readiness for transfer out of the program.

14. Bruininks, Robert H., John E. Rynders, and Jerry C. Gross. "Social Acceptance of Mildly Retarded Pupils in Resource Rooms and Regular Classes." American Journal of Mental Deficiency 78:4: 377-383; January 1974.

Over a thousand nonretarded children enrolled in regular classrooms and resource centers in adjoining urban and suburban school districts were given sociometric questionnaires to determine social acceptance of their mildly retarded classmates. Mildly retarded urban children received significantly higher peer ratings than nonretarded children, and suburban mildly retarded children received significantly lower ratings than their nonretarded peers when both were rated by children of the same sex.

15. Cartwright, G. Phillip, and Carol A. Cartwright. "Gilding the Lilly: Comments on the Training Based Model." Exceptional Children 39:3: 231-234; November 1972.

Proposed are two decision models intended to be followed by regular teachers, with consultation of special educators, in identification of handicapped children and in provision of direct services to handicapped children in regular classrooms. M. Lilly's zero reject model which proposes regular class placement for all but severely handicapped children and advocates only a supportive role for special educators is discussed.

16. Cegelka, Walter J., and James L. Tyler. "The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective." Training School Bulletin 67:1: 33-68; May 1970.

Whether educable mentally retarded children should receive their basic education in regular classroom settings or in special classes designed to meet their needs has been a long-contested argument in education. Article accordingly reviews related studies, issues, and considerations concerning the best placement for educable mentally retarded children. Suggestions for additional study of the problem are also included.

17. Christie, Lu S., et al. "The Consulting Teacher Approach to Special Education: Inservice Training for Regular Classroom Teachers." Focus on Exceptional Children 4:5: 1-10; October 1972.

Described is the consulting teacher approach to providing special education for the exceptional child in regular classrooms, emphasizing tactics to obtain the cooperation of classroom teachers, methods used to train the regular teachers, critical tasks performed by consulting teachers, and program evaluation.

18. Clouser, Kenia. "Support for Starting School." The Pointer 18:3: 168-169; Spring 1974.

Describes the Sophia T. Solvin School Program for physically handicapped, trainable mentally retarded and educationally handicapped children. These children are integrated with nonhandicapped young children with a goal of demonstrating commonalities and special needs of all children.

19. Collier, Richard. "Ideas in Action: Mainstreaming the Handicapped; A Call to Commitment." The School Administrator 33:4: 6-7; April 1976.

The mainstreaming program of the College Learning Laboratory, State University College at Buffalo is described. This elementary school has 450 pupils in grades nursery through eight. Approximately one fourth of the students are handicapped, the majority being mentally retarded. The amount of contact a child with a handicapping condition has with nonhandicapped children varies according to the severity of the child's condition.

*20. Collister, Larry. A Comparison of the Long Range Benefits of Graduation from Special vs. Mainstream School for Mildly Mentally Handicapped Students. Seattle, Washington: Seattle Public Schools, Washington Department of Planning, Research and Evaluation, 1975. 15 pp. (ED 117 870)

Twenty-seven mildly and moderately mentally handicapped special education graduates from a special school and 23 mildly and moderately mentally handicapped special education graduates from a mainstream school were interviewed to determine long range benefits of each program. Data suggested little difference in long range characteristics for either group.

21. "Comment: Magic Words." The Exceptional Parent 5:6: 30-31; December 1975.

Discusses mainstreaming, deinstitutionalization, and need to prepare peer groups and the community at large before handicapped children can be mainstreamed into standard programs. Integration is seen not as an end in itself, but rather as one means to the end of achieving human dignity for persons with handicapping conditions.

22. Connor, Leo E. "Mainstreaming in a Special School." Teaching Exceptional Children 8:2: 76-80; Winter 1976.

Describes the integration into the community of hearing impaired students from Lexington School for the Deaf (Jackson Heights, N.Y.). A community center, volunteers, resource center and enrollment of normal students have all been helpful.

23. Craig, William N., and James M. Salem. "Partial Integration of Deaf with Hearing Students: Residential School Perspectives." American Annals of the Deaf 120:1: 28-36; February 1975.

24. Deno, Evelyn N., editor. Instructional Alternatives for Exceptional Children. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), n.d.

This book provides information on coordinating regular and special education services by alternative approaches to segregated classes. Sections include programs to train new kinds of instructional management mediators, resource teacher programs, training programs accompanying structural change efforts and commentaries by two special educators.

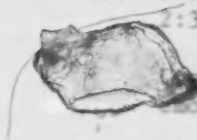
25. DeVizia, Joseph. "Success in a Foster Home Program for Mentally Retarded Children." Child Welfare 43:2: 120-125; February 1974.

Focus in mental retardation work is on normalization of life-style, in which the family can play an important role. This article describes experiences of three children in the Foster Home Program for Mentally Retarded Children of Luzerne County Child Welfare Services. Procedures for referral, the evaluation process used to assess the amount of supplementary payment to foster parents, and the difficulties encountered in the program are discussed.

26. Divoky, Diane. "Mainstreaming: Moving Special Ed Out of the Basement." Compact 10:1: 2-5; February 1976.

Backed by court decisions and state legislatures is the belief that handicapped students have a right to, and would benefit from, participation in the least restrictive educational program they can manage.

27. Doran, Bernadette. "Into the Mainstream." Nation's Schools and Colleges 2:3: 33-40; March 1975.



Conceptualizes of mainstreaming as bringing physically, mentally, and emotionally handicapped students into regular school and college programs.

28. Eaglestein, A. Solomon. "The Social Acceptance of Blind High School Students in an Integrated School." The New Outlook for the Blind 69:10: 447-551; December 1975.

This study was designed to determine the academic standing and social acceptance of nine blind students studying in a regular high school. It was found that their school marks were average, and that they were well integrated into the social framework of their classes. However, there was evidence that as length of exposure to the blind students increased, their acceptance by sighted peers decreased.

29. First Steps in Mainstreaming: Some Questions and Answers. Medford, Massachusetts: Project LINC, Eliot-Pearson Children's School (105 College Avenue, 02155), n.d. $1.00.

This publication is based on the Massachusetts State Plan for Services and Facilities for the Developmentally Disabled.

30. Gigliotti, Chiara. "Transitional Program Aids Integration." The Pointer 18:3: 191; Spring 1974.

Discusses a public school program for students in transition from segregated special education classes to integrated classes.

31. Glockner, Mary. Integrating Handicapped Children into Regular Classrooms. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education (University of Illinois, 805 W. Pennsylvania Avenue, 61801), June 1973.

Introduction to the subject is followed by an annotated bibliography on integrating children with various handicapping conditions into regular classes.

32. Gorelick, Molly C. "Are Preschools Willing to Integrate Children with Handicaps?" Journal of Rehabilitation 40:4: 17-18; July-August 1974.

An early childhood project conducted by a University Home Economics Department was considered to be successful in terms of integrating handicapped and nonhandicapped children in a nursery school program. Since only 12 children with handicaps were accommodated in the project, additional programs in a section of Los Angeles County were identified by survey. A large majority of preschool program directors were favorable toward integrating handicapped youngsters into their programs; however, some administrators incorrectly interpreted licensing regulations thus preventing this type of enrollment.

*33. Gorelick, Molly C., et al. Careers in Integrated Early Childhood Programs. Northridge, California: California State University, Northridge, Preschool Lab., August 1975. 272 pp. (ED 112 628)

A four-year project to assist individuals in the design and implementation of a competency-based training model to prepare teachers and administrators for careers in early childhood programs with handicapped and nonhandicapped children is described.

+34. Gorelick, Molly C. Changing Attitudinal Barriers Toward Integrating Children with Handicaps. Speech given at Therapeutics Council Meeting, Association for Research, Administration and Professional Councils and Societies, AAHPER, National Convention, Milwaukee, Wisconsin, April 2 and 3, 1976. 29 pp. (IRUC Order # 449, $2.90.)

Progress in attitudes toward and services for handicapped individuals is assessed. Speaks of her own experiences in an integrated preschool and discusses research findings.

35. Gottlieb, Jay, and Louise Corman. "Public Attitudes Toward Mentally Retarded Children." American Journal of Mental Deficiency 80:1: 72-80; July 1975.

Examination of public attitudes toward MR children is important due to recent trends toward integration of schools. This study found that older persons, parents of school-age children, and people with no previous contact with retarded persons tended to favor segregation of MR children in the community.

36. Grosenick, Judith K. "Assessing the Reintegration of Exceptional Children into Regular Classes." Teaching Exceptional Children 2:3: 113-119; Spring 1970.

In a study of the reintegration of exceptional children into regular classes, the stages involved were determining whether children were ready for reintegration, preparing them for the change, assessing the initial effect of the change, and doing follow-up observation. Measurement techniques involved using behavioral observation for diagnosis, recording daily progress, and creating cumulative records. A study was run of behaviors (handraising, leaving seats, talking out, and teacher response) before and after integration with the conclusion drawn that special students were successfully integrated, and their placement did not significantly affect the regular class students. Due to the brevity of the study, little significant information was gained from the sociometric measures of class play, incentive orientation, and locus of control.

37. Hadary, Doris E. "Science and Art for Visually Handicapped Children." Journal of Visual Impairment and Blindness 71:5: 203-209; May 1977.

Laboratory Science and Art Curriculum for the Blind in elementary schools is described. The program, conducted in Washington, D. C., also includes teacher training and inservice and is suitable for mainstream settings as well as special schools.

38. Haring, Norris G., and David A. Krug. "Placement in Regular Programs: Procedures and Results." Exceptional Children 41:6: 413-417; March 1975.

An instruction program to facilitate the return of 48 educable mentally retarded elementary-age children to regular classes is evaluated.

39. Hensley, Diane E. "Integration of Educationally Handicapped Students." The Pointer 20:1: 17-18; Fall 1975.

All educationally handicapped children are integrated for one hour each day with regular-class first through third graders in this program. In some cases the handicapped children excel in non-academic subjects.

*40. Horejsi, Charles R. Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded: An Overview of Concepts and Issues. Missoula, Montana: Montana University Department of Social Work, August 1975. 64 pp. (ED 112 606)

Presented is an overview of issues and concepts related to de-institutionalization and the development of community based services for mentally retarded persons.

41. Integration or Segregation: The Choice in Practice. London WIN 4 EX, England: Campaign for the Mentally Handicapped (96 Portland Place), 1974.

Reports the results of a study on the integration of mentally retarded persons into communities, agencies, and schools in England. Findings indicate that, although a handful of ongoing programs of integration exist, the practice is segregation.

42. Jenkins, Joseph R., and William F. Mayhall. "In Brief: Describing Resource Teacher Programs." Exceptional Children 40: 35-36; September 1973.

With the trend toward keeping handicapped learners in the educational mainstream, the development of resource teacher programs has been rapid. Three important dimensions along which resource programs differ are presented: direct versus indirect service; ability versus skill diagnostic/prescriptive orientation; and resident versus itinerant delivery.

43. Jordan, June B., editor. Teacher, Please Don't Close the Door: The Exceptional Child in the Mainstream. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1976. 133 pp.

Presented are 13 papers based on presentations by consultant and resource teachers, local and state administrators, higher education faculty, a specialist in educational change, and a parent at the Council for Exceptional Children's Invisible College Conference on Mainstreaming.

44. Kean, Janet. "Successful Integration: The Parent's Role." The Exceptional Parent 5:5: 35-40; October 1975.

Discusses the role of parents in the education of child with a severe hearing loss, although this applies to parents of children with any type of disability. Parents' active role in school affairs is emphasized.

45. Klein, Jenny W. "Mainstreaming the Preschooler." Young Children 30:5: 317-326; July 1975.

Author describes experiences with integrating handicapped children in Head Start and provides ideas which would be applied to any situation with young children.

46. Lowenfeld, Berthold. The Changing Status of the Blind; From Separation to Integration. Springfield, Illinois: Charles C. Thomas, 1975. 323 pp. $23.50.

Changes in educational and rehabilitation policies favoring integration are described, along with the advances achieved through technology, legislation, and self-organizations of the blind. Also discussed are the attitudes, economic forces, and agency system which hamper the integration process.

47. Macklin, Fay. "Mainstreaming: The Cost Issue." American Annals of the Deaf 121:4: 364-365; August 1976.

Author calls for a cost analysis of current educational practices, including mainstreaming, in terms of resources required, educational outcomes, and alternatives. The Holcomb Plan (Newark, Delaware School District) for mainstreaming hearing-impaired students is described as this particular program provides an opportunity to examine costs incurred in a mainstream program.

48. MacMillan, Donald L., Reginald L. Jones, and C. Edward Myers. "Mainstreaming the Mildly Retarded." Mental Retardation 14:1: 3-10; February 1976.

Particularly in the context of special education, this article offers cautions and guidelines for mainstreaming mildly retarded children. Authors define mainstreaming, identify who is affected by it, and discuss such issues as accountability, stigmatization, and evaluation.

+49. Mainstreaming: A Selected and Annotated Bibliography. PRISE staff. 4 pp. (IRUC Order # 24; 40¢)

Includes over 60 annotated references on mainstreaming.

50. "Mainstreaming Issue." The Exceptional Parent 6:1; February 1976.

Entire issue is devoted to the topic of pros and cons of mainstreaming: a Yes article by Gail L. Ensher, No by James F. Winschel, and Does it Matter? by Burton Blatt. A case history is also presented.

51. Mainstreaming: Program Descriptions in Areas of Exceptionality; A Selective Bibliography. Exceptional Child Bibliography Series No. 623. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1975. $4.00.

This is an annotated bibliography on mainstreaming, with approximately 110 abstracts dating from 1955 to 1974.

52. Mallenby, Terry. "The Effects of Extended Contact with 'Normals' on the Social Behavior of Hard-of-Hearing Children." Journal of Social Psychology 95: 137-138; February 1975.

Study suggests that prolonged interaction with normal children can influence the social behavior of a group of hearing impaired children.

53. Mann, Philip H., editor. Shared Responsibility for Handicapped Students: Advocacy and Programming. Coral Gables, Florida: University of Miami Training and Technical Assistance Center (P. O. Box 248074, 33124), 1976. 252 pp.

The 32 articles in this monograph represent current professional views about shared responsibility for mainstreaming handicapped students. Includes critiques of the mainstreaming concept, discussion of barriers that exist, legal implications, and descriptions of various ongoing programs.

54. "Maryland Continuum Reports Progress." Insight 3-4; November 1975.

A five-year program field tested in Maryland had as its goal to keep academically or behaviorally handicapped children in regular classes. Results indicate that the majority of pupils did not benefit academically by mainstreaming; however, the value assigned to handicapped pupils by classmates improved.

*55. McHenry, Donald F., and Richard W. Cansdale. Curriculum Ideas for the Elementary Educationally Handicapped Student: Mainstreaming of Exceptional Children: 1974-75 School Year. Working Copy. Las Vegas, Nevada: Clark County School District, 1975. 218 pp. (ED 111 121)

Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided in a variety of skill areas.

56. McNulty, Francis J. "Developing a Disability Unit in the Health Education Curriculum." Health Education 7:1: 24-26; January-February 1976.

A unit on disabilities was included in the Brockton, Massachusetts, Public Schools' high school health education curriculum to acquaint students with the facts and myths associated with physical and mental handicaps. Pre- and post-testing was done to evaluate changes in student knowledge.

57. Mendel, Werner M. "Lepers, Madmen--Who's Next?" Schizophrenia Bulletin 11: 5-8; Winter 1974.

Presents the case for closing state mental hospitals and providing community care and programs for discharged psychiatric patients. Sees social and cultural resistence as greater deterrents to closing such institutions than professional or economic forces.

*58. Morris, Joan. Mainstreaming the Hearing Impaired Child, K-6. Escambia County EHA Title VI-B. Pensacola, Florida: Escambia County Board of Public Instruction, May 1975. 27 pp. (ED 115 008)

Presented are procedures and forms used by West Pensacola Elementary School to integrate hearing impaired students into regular classrooms. Program components are described, and 12 steps in the mainstreaming procedure are outlined.

59. Neisworth, John T., and Ronald A. Madle. "Normalized Day Care: A Philosophy and Approach to Integrating Exceptional and Normal Children." Child Care Quarterly 4:3: 163-171; February 1975.

Benefits to be achieved by regular class placement of exceptional children in day care are outlined. A synopsis of principles to be used in programing for children with developmental delays is given.

60. Nelson, Calvin C., and Leo J. Schmidt. "Forum: The Question of the Efficacy of Special Classes." Exceptional Children 37:5: 381-384; January 1971.

Philosophical issues surrounding the controversy of special class placement versus regular class placement for handicapped children are discussed. Three areas of difficulty in solving the controversy are noted to be adherence to the past, approaching with a priori conclusions, and failure to critically examine the present constructs in use. Presuppositions of special class values and the need for empirical validation are explored.

*61. New Jersey Department of Education. Educational Programs that Work, Volume 2: A Catalogue of Demonstration Sites of Successful Educational Programs from Across the U. S., Disseminated Through a National Communications Network Sponsored by the U. S. Office of Education. Trenton, New Jersey: the Department, September 1975. 153 pp. (ED 116 395)

Included in the catalogue are summaries of approximately 60 regular and special education programs developed in states other than New Jersey and found to be cost effective, successful, and replicable.

62. Nihira, Lyly, and Kazuo Nihira. "Normalized Behavior in Community Placement." Mental Retardation 13:2: 9-13; April 1975.

A survey of the adaptive behavior of 426 community-placed mentally retarded persons was conducted through interviews with their supervisors.

63. Nirje, Bengt. The Normalization Principle and its Human Management Implications. Stockholm, Sweden: Riksforbundet, FUB, for Utvecklingsstorda Barn (David Bagares Gata 3, 111 38), n.d.

64. _____. The Outlines of the New Swedish Mental Retardation Law. Stockholm, Sweden: Riksforbundet, FUB, for Utvecklingsstorda Barn (David Bagares Gata 3, 111 38), n.d.

65. _____. Rights of the Mentally Retarded. Stockholm, Sweden: Riksforbundet, FUB, for Utvecklingsstorda Barn (David Bagares Gata 3, 111 38), n.d.

66. Nober, Linda W. "An In-Service Program for Integrating Hearing Impaired Children." Volta Review 77:3: 173-175; March 1975.

67. Northcott, Winifred H. "Reading List on Integration." Volta Review 75:1: 33-35; January 1973.

This reading list is intended for parents and teachers and deals with integration of hearing impaired children into regular public school programs.

*68. Novotny, Patricia Ann. Mainstreaming the EMR is Neither a Panacea nor a Simple Solution: A Research Study, 1974. (ED 101 522)

Reviews research studies and their implications regarding mainstreaming educable mentally handicapped students. Discusses need for individualization, emotional and social adjustment, acceptance of child, and teacher attitude.

+69. Nyquist, Ewald B. Mainstreaming: Idea and Actuality. Albany, New York: The University of the State of New York, the State Education Department, 1975. 23 pp. (IRUC Order # 127; $2.30)

Attempts to shed some light on the concept of mainstreaming and terminology commonly in use. Discusses ways to mainstream and common elements of successful programs.

*70. One More Way: Project in Early Childhood Special Education. Wichita, Kansas: Kansas State University, 1971. (ED 075 975)

Intended for teachers, the book describes the problem of having learning disabled children in the regular primary grade classroom, offers diagnostic guidelines, and suggests activities to strengthen visual skills, auditory skills, motor skills, body image, and laterality and directionality.

+71. One Out of Ten: School Planning for the Handicapped. New York, New York: Educational Facilities Laboratories (850 Third Avenue), 1974. 27 pp. (IRUC Order # 1158; $2.70)

Implications of laws concerning education of the handicapped and alternatives for educating handicapped children are discussed. Cites specific programs that work.

72. Orlansky, Janice Z. Mainstreaming the Hearing Impaired Child: An Educational Alternative. Austin, Texas: Learning Concepts (2501 North Lamar, 78705), 1977. 111 pp.

One of the *Mainstreaming Series*, this book explains ways hearing impaired children can be accommodated in public schools. Terminology, things a teacher needs to know, need for early identification, and helpful resources are given.

73. Orlansky, Michael D. Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom. Austin, Texas: Learning Concepts (2501 North Lamar, 78705), 1977. 121 pp.

Discusses types of visual impairments, how the regular class teacher can help, and specific curricular areas (including physical education and recreation) as a means of helping teachers meet needs of visually impaired children; this is in the *Mainstreaming Series*.

*74. Painter, Marylyn. The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children. Santa Cruz, California: Santa Cruz County Board of Education, September 1974. 243 pp. (ED 112 531)

Reported are the results of the three-year Santa Cruz pilot project involving 11 disturbed children (four- to 12-years-old) to determine if autistic and severely emotionally disturbed children could benefit from a public school program.

75. Pappanikou, A. J., and James L. Paul, editors. Mainstreaming Emotionally Disturbed Children. Syracuse, New York: Syracuse University Press (13210), 1977. 139 pp. $9.95.

Nine papers encourage all who are concerned with educational needs and rights of children to re-examine the present state of mainstreaming and, if necessary, reformulate their perceptions of it.

76. Park, Leslie D. "Barriers to Normality for the Handicapped Adult in the United States." Rehabilitation Literature 36:4: 108-111; April 1975.

77. Parks, A. Lee, and Marilyn K. Rousseau. The Public Law Supporting Mainstreaming: A Guide for Teachers and Parents. Austin, Texas: Learning Concepts (2501 North Lamar, 78705), 1977. 92 pp.

Discusses the purposes of and definitions in P.L. 94-142, the Education for All Handicapped Children Act, and ways of serving handicapped children within guidelines of the law. This is a *Mainstreaming Series* book.

78. Pasanella, Anne Langstaff, and Cara B. Volkmor. Coming Back...Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977. 261 pp. $9.95.

Book, accompanying mediapaks, and training guide were designed to assist local education agencies in developing and implementing comprehensive plans for accommodating all children within public schools.

79. Payne, James E. "The Deinstitutional Backlash." Mental Retardation 14:3: 43-45; June 1976.

In order to explore the phenomenon of organized opposition to the trend toward deinstitutionalization, this study was undertaken. Attention was focused on attitudes of families with persons in large institutions; they were in favor of maintaining the institution and were skeptical of the advantages of small group homes.

80. Peterson, Reece L. Mainstreaming: A Working Bibliography, 2nd Edition. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University of Minnesota (253 Burton Hall, 55455), 1976. 37 pp.

Contains an alphabetical listing of over 500 unannotated bibliographic references on mainstreaming.

81. Power, Ellen M. "Integration: Problems and Promises." Mental Retardation 13:1: 42; February 1975.

Discussed are the problems and promises of integrating retarded children with their "normal" peers.

82. Powers, Linda. "Science and Art in Mainstream Education: Toward the Normalization of the Handicapped Child." Amicus 2:4: 37-41; June 1977.

Describes recent developments in science and art education, citing American Association for Advancement of Science Project on the Handicapped in Science and Project SEARCH, which focuses on artistic abilities of handicapped children.

83. "Preschool Integration." The Exceptional Parent 5:4: 31-32; August 1975.

The Center on Human Policy (Syracuse, New York) has been working with community agencies to integrate handicapped children into nursery and day care programs. They want to share their ideas on similar projects. Contact Ellen Barnes, Center on Human Policy, 216 Ostrom Avenue, 13120.

84. President's Committee on Mental Retardation. New Environments for Retarded People. Washington, D. C.: U. S. Government Printing Office (20402), 1975. (Order DHEW Publication No. OHD 75-21009.)

Projects presented here were chosen from 150 projects displayed at the 4th World Congress on Mental Retardation to show alternatives to institutionalization for mentally retarded persons. Buildings represented are essentially community-oriented, emphasizing normal living and individuality.

85. Rapier, Jacqueline, et al. "Changes in Children's Attitudes toward the Physically Handicapped." Exceptional Children 39:3: 219-223; November 1972.

Assessment was made of changes in attitude of 152 elementary school children toward orthopedically handicapped children as a result of an integrated school experience. After integration, nonhandicapped children had developed a more positive attitude toward the orthopedically handicapped. Before integration, boys and girls differed in attitudes, but the difference disappeared as a result of integration. Integration increased differences in attitudes between older and younger children toward orthopedically handicapped children, with older children developing a more realistic attitude than younger children.

86. Rausher, Shirley R. "Mainstreaming: A Return to Yesteryear?" Childhood Education 53:2: 89-93; November/December 1976.

Examines issues related to integrating handicapped students into regular classes, focusing on preparation of both handicapped and nonhandicapped students and staff training.

87. Reavis, H. Kenton, James G. Morrey, and Karin Hamel. "Behavioral Assessment Procedures for Community Reintegration." American Association for the Education of the Severely/Profoundly Handicapped Review 1:4: 37-46; March 1976.

A three-phase behavior assessment and prescription system is proposed to facilitate community reintegration of mentally retarded individuals. The system consists of screening, programing, and community entry. Each phase emphasizes reliability, validity, time efficiency, and direct relevance to least restrictive environmental programing.

88. Reintegrating Mentally Retarded People into the Community: An Annotated Bibliography of Print and Audiovisual Information and Training Materials. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), August 1975. 31 pp.

Presented in the annotated bibliography are 123 print and nonprint references (1962 to 1975) that document innovative efforts for reintegrating mentally retarded persons into the community.

89. Reynolds, Maynard C., and Malcolm D. Davis. Exceptional Children in Regular Classrooms. Minneapolis, Minnesota: Leadership Training Institute/Special Education (University of Minnesota, Department of Audio-Visual Extension), 1971.

A collection of fourteen papers by leaders in the field of special education discusses the subject of regular class placement for exceptional children.

90. Rieder, Ronald O. "Hospitals, Patients, and Politics." Schizophrenia Bulletin 11: 9-15; Winter 1974.

Presents arguments against closing long-term care hospitals and state mental hospitals, noting that community follow-up or rehabilitation programs are almost non-existant.

91. Rister, Anne. "Deaf Children in Mainstream Education." Volta Review 77:5: 279-290; May 1975.

Reports a longitudinal follow-up study of 88 deaf children, ages 6-16. Achievement was generally higher for students enrolled in regular classes, as opposed to students in special classes.

92. Rogow, Sally. "Public Education for Blind Children." Education Canada 15:2: 37-40; Summer 1975.

The imaginative use of new resources, new special education teaching roles, and new technology all contribute to making public schools both socially and economically feasible for blind children.

93. Schultz, Jerome L. "Integration of Emotionally Disturbed Students: The Role of the Director of Special Education." Exceptional Children 40: 39-41; September 1973.

An emotionally disturbed child considered ready for integration faces a major impediment--a stumbling block created not by the child's deficits but rather by apprehension and lack of knowledge of regular school staff. An attempt has been made to point out a situation which need not exist in the public schools and one which can and should be ameliorated by the director of special education.

94. Siegel, Ernest. Special Education in the Regular Classroom. New York, New York: John Day Company, Inc., 1969.

Orientation and teaching techniques are presented for teachers of marginally exceptional children enrolled in regular classrooms.

95. Smith, James O., and Joan R. Arkans. "Now More than Ever: A Case for the Special Class." Exceptional Children 40:7: 497-501; April 1974.

Intent of this article is to develop a case for the special class as one possible administrative and educational arrangement for a specific population of children who have all too often been ignored in special education planning and polemics.

96. "Spina Bifida Children Attending Ordinary Schools." British Medical Journal 5950:1: 142-145; January 18, 1975.

In 14 out of 24 cases over a period of two years, children with spina bifida were placed in regular schools in South Gloucestershire. Success of these children in regular schools often depended on special provisions, such as transportation, mobility aids, and physiotherapists.

97. Staley, William H., Jr. "Planning for Deinstitutionalization." Programs for the Handicapped 75:6; September 30, 1975.

Explores the process that should occur prior to and during placement of former residents of institutions in the community. State-level planning is necessary. Stresses that community residents must be involved and supportive if deinstitutionalization is to succeed.

98. Stephens, Beth. "Deinstitutionalization: A Charge to Special Educators." Education and Training of the Mentally Retarded 10:3: 130-131; October 1975.

As plans for deinstitutionalization are effected, special educators will need to coordinate their efforts more closely with community agencies charged with the delivery of health, social welfare, rehabilitation, recreation and residential services. Presented are seven reasons why this increased coordination is essential.

99. Tait, Pearl E. "Believing Without Seeing: Teaching the Blind Child in a 'Regular' Kindergarten." Childhood Education 50:5: 285-291; March 1974.

Suggestions are offered to teachers of regular kindergartens on ways to help blind children who were integrated into the classes from regular educational programs. Although a blind child in the classroom will not require any changes in the daily schedule, some substitutions are recommended for certain activities, such as preparation for braille typewriting through development of manual dexterity and preparation for braille reading by labeling objects with braille signs. Also, blind children must be taught to develop their senses of sound, touch, smell, and space and appropriate behavior via games. Twenty such activities and games are cited. It is stressed that, if the teacher will keep the principles discussed in this article in mind, the blind child can readily be accommodated in the regular kindergarten classroom with beneficial results. Suggested methods are meant to be starting points for the individual teacher's creativity.

100. Taylor, George R., and Stanley E. Jackson. Educational Strategies and Services for Exceptional Children. Springfield, Illinois: Charles C. Thomas, 1976. 260 pp.

Each chapter is based on a noncategorical approach to educating handicapped children, with emphasis on the individual. Focuses on principles for implementing educational strategies in the regular classroom.

101. Vernon, McCay. "Integration or Mainstreaming." American Annals of the Deaf 120:1: 15-16; February 1975.

A system developed by R. Holcomb is contrasted favorably with other unplanned efforts at mainstreaming deaf children that are said to result in irreversible educational and psychological damage.

102. Vernon, McCay, and Hugh Prickett, Jr. "Mainstreaming: Issues and a Model Plan." Audiology and Hearing Education 2:2: 5-6, 10-11; February-March 1976.

Authors review principles behind mainstreaming and practicalities of establishing a mainstreaming program. Three versions of mainstreaming, all of which are seen as failure, are presented and contrasted with a successful program in Newark, Delaware.

103. Viscardi, Henry, Jr. The Phoenix Child: A Story of Love. New York, New York: Paul Ericksson, Inc. (119 West 57th Street, 10019), 1975. 208 pp. $7.95.

Traces the establishment of the Human Resources School and of a residence for seven handicapped children who would otherwise have lived in an institution. One child, Darren, is followed from entry into the residence to the mainstream of society.

104. Warfield, Grace J., editor. Mainstream Currents: Reprints from "Exceptional Children", 1968-1974. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1974. $5.00.

Reprints of 37 articles on mainstreaming handicapped children originally printed between 1968 and 1974 in Exceptional Children (journal) are presented.

*105. Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D. C.: National Education Association, 1975. 55 pp. (ED 111 117)

Designed for teachers, this book discusses characteristics of retardation and suggests teaching strategies for retarded children in regular classes. Statistics and definitions of the levels of retardation, environmental influences, and diagnostic factors are discussed.

106. Weintraub, Frederick J., editor, et al. Public Policy and the Education of Exceptional Children. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1976. 378 pp. $13.95. (Order CEC Publication No. 123.)

Intended for persons concerned about public policies for exceptional children and those engaged in creating public policy, the book provides guidelines and examples of appropriate policies for exceptional children.

107. Witty, Elaine P. "Training to Handle Learning and Behavior Problems in the Regular Classroom." Journal of Teacher Education 26:2: 135-138; Summer 1975.

A training program that attempts to sensitize interns and teachers to the needs of handicapped children and ways of individualizing instruction in the regular classroom is described.

*108. Wolf, Judith M. Designing and Implementing a Mainstream Course for Regular Early Educators. Minneapolis, Minnesota: The University of Minnesota, and the Minnesota State Department of Education, August 1975. (ED 116 278)

The University of Minnesota and the Minnesota State Department of Education joined forces to design and implement a course to prepare regular educators to work with handicapped children. The purposes, content areas, and evaluations of the course by students are discussed.

*109. Wynne, Susan, et al. Mainstreaming and Early Childhood Education for Handicapped Children: Review and Implications of Research. Final Report. Washington, D. C.: Wynne Associates, 1975. (ED 108 426)

Presented are results of a project which reviewed and analyzed research and produced a bibliography of 291 books, reports, and articles related to mainstreaming preschool handicapped children. Among conclusions are that the value of an intervention program depends on the degree to which that program focuses on child's special needs.

110. Zneimer, Leonard. "Mainstreaming: A Fad or a Reality?" Journal for Special Educators of the Mentally Retarded 12:2: 95-101; Winter 1976.

Author cautions against assuming that some magic word or concept will immediately eliminate all problems involved in mainstreaming. In dealing with any one phase of education and development we must remember to keep the total needs of the whole child in mind. He views integration as one of the means of achieving human dignity for the handicapped, and not as an end in itself.

IV. BIBLIOGRAPHY: PART B

INTEGRATION INTO REGULAR PHYSICAL EDUCATION AND RECREATION PROGRAMS

111. Acuff, Sidney H. "Recreational Counseling as an Aspect of Programming for the Short Term Psychiatric Patient." Recreation in Treatment Centers 5: 5-7; 1966.

The purpose of this program was to acquaint patients with the great variety of leisure possibilities in the community, to assist them in making realistic choices from the possibilities, and to help them develop leisure plans to be followed upon discharge.

112. Adams, Kela O. The Effects of Adapted Physical Education upon the Social Adjustment and Motor Proficiency of Educable Mentally Retarded Girls. Doctoral dissertation. Bloomington, Indiana: Indiana University (47401), June 1970.

This investigation was designed to determine the effects of a one-semester adapted physical education program upon the motor proficiency and social adjustment of educable mentally retarded (IQ 50-79) junior high school girls. Three treatment groups were randomly selected from two public junior high schools. Experimental group (N=21) was taught in adapted physical education classes by the experimenter on alternate days for one semester. Control groups (N=20 educable mentally retarded and N=23 intellectually normal girls) remained integrated into regular physical education programs. Comparisons were based on scores on the KDK-Oseretsky Tests of Motor Development, Cowell Social Adjustment Index, and Cowell Personal Distance Scale. General conclusions indicated that participation of EMR girls in physical education was associated with greater motor performance gains than noted among intellectually normal girls receiving the same amount of instruction. However, the adapted program appeared to be no more effective than the regular program in promoting motor development among EMR girls; social adjustment among EMR girls appeared to be achieved better through participation in adapted physical education programs rather than through retention in regular physical education classes.

113. American Alliance for Health, Physical Education, and Recreation. The Best of Challenge Volume I. Washington, D.C.: the Alliance, 1971.

Compilation of best articles from first five years--1965 to 1970--of Challenge, newsletter of the American Alliance for Health, Physical Education, and Recreation deals with physical education, recreation, and related programs for mentally retarded persons. This publication is designed for practitioners working at grass roots levels in public schools, residential facilities, day care centers, community/recreation programs, clinics, developmental centers, and camps. It deals with all aspects of physical education and recreation programs for mentally retarded persons and features

articles about activities, programs, methods, equipment, innovative ideas, leadership procedures, research, books and periodicals, films and other audiovisual materials. Sub-sections deal with areas such as arts and crafts, games, athletics and sports, dance, motor development, music, physical fitness, swimming, volunteer student activities, adult programs, camping, scouting, and therapeutic programs. Contents include information on activities, approaches, and procedures appropriate for severely and profoundly retarded as well as trainable and educable of all ages in any situation.

114. _____. The Best of Challenge Volume II. Washington, D. C.: the Alliance, 1974.

Presented as a sequel to The Best of Challenge, this volume contains pertinent articles, practical information, program anecdotes, book and film reviews, and research abstracts concerning physical education, recreation, and related areas for impaired, disabled, and handicapped persons; focus is on materials dealing with mentally retarded participants. Contents were selected from Challenge newsletters between September 1970 and May 1973. Information is divided into eight major sections: Philosophy and Editorials, Activities, Programs, Leadership, Cross Country Challenges, Books, Films, and Research.

115. _____. The Best of Challenge Volume III. Washington, D. C.: the Alliance, 1977.

Includes articles from Challenge newsletters dated September 1973 through May 1976.

+116. _____. Guide for Programs in Recreation and Physical Education for the Mentally Retarded. Washington, D. C.: the Alliance, 1968. 51 pp. (IRUC Order # 1105; $5.10; $2.60 in reduced copy.)

Includes guidelines and suggestions for personnel responsible for initiating, evaluating, and expanding physical education and/or recreation programs for mentally retarded persons and groups in various situations. Sections deal with activity areas such as physical fitness, motor ability, sports, skills, special events, and recreation; evaluation including an annotated listing of perceptual-motor, physical fitness, and motor ability tests appropriate for mentally retarded populations; motivation techniques and award systems; facilities, equipment, and supplies; medical examinations; in-service education and training; volunteers; parents and programs; public relations and information; self-evaluation procedure and format are included.

117. _____. Physical Activities for the Mentally Retarded: Ideas for Instruction. Washington, D. C.: the Alliance, 1968. 137 pp.

This is practical source for persons responsible for physical education, recreation, and related programs for mentally retarded individuals and groups. Contents are limited to activities promoting fundamental motor development and exploration of three general skill areas: (a) net,

racket, and paddle activities; (b) rolling, pushing, throwing, and catching activities; and (c) striking and kicking activities. It was felt that these areas afford the greatest opportunity for developing skills basic to success in the majority of sports. Although this publication is concerned with these skill areas, the values of other worthwhile sports and recreational activities have not been minimized. Application of fundamental movement patterns progress through three distinct and increasingly complex levels to provide increasing challenge to participants as they master movements and improve motor ability and physical proficiency at lower levels. An individual activity--bowling, and a team activity--softball are used as sample units to show application of this approach and use of selected activities to achieve specific purposeful goals.

118. _____. Programming for the Mentally Retarded in Physical Education and Recreation. Washington, D. C.: the Alliance, 1968. 144 pp.

Contributions from over 400 individuals, including physical educators, recreation specialists, special educators, psychologists, and physicians representing public schools, residential facilities, day care centers, park and recreation boards, voluntary organizations, and governmental agencies who participated in a National Conference in Programming for the Mentally Retarded in Physical Education and Recreation are presented. Topics include recreation and day care for mentally retarded persons, a community recreation team approach to programming, play facilities and equipment, financial assistance from the federal government, role of motor activities in programs for retarded children and adults, recreation programing for adult retarded populations, and programs for severely and profoundly retarded individuals. Health and safety problems of mentally retarded persons, including general health and sex education are also covered. Group and special interest discussions center around diagnosis, evaluation, and placement of mentally retarded individuals, basic needs and considerations in professional preparation at both graduate and undergraduate levels, pertinent research, program materials, including activities and methods, and programs for trainable retarded groups.

+119. _____. Rules Affecting the Eligibility of the Mentally Retarded for Interscholastic Athletics: A Survey of State High School Athletic Associations. Washington, D. C.: the Alliance, 1967. 20 pp. (IRUC Order # 1124; $2.00.)

This survey of state high school athletic or activity associations (98 percent returns) was conducted to determine national trends and specific procedures for establishing eligibility of mentally retarded students for interscholastic athletics. Results showed that in 22 states (44 percent) mentally retarded students were eligible and did participate, in 10 states (20 percent) they were eligible on the basis of broad interpretation of association bylaws, and in 17 states (34 percent) they were not eligible usually because of meeting scholarship or academic eligibility rules.

120. _____. Special Fitness Test Manual for the Mentally Retarded. Washington, D. C.: the Alliance, 1968; revised 1976. 56 pp.

Explains purposes and development of Special Fitness Test which was adapted from AAHPER Youth Fitness Test, describes each of seven test items--flexed arm hang, sit-up, shuttle run, standing broad jump, 50-yard dash, softball throw for distance, and 300-yard run-walk--and tells how each test item is administered. National norms (percentile scores) for mentally retarded boys and girls 8 to 18 years of age are presented on the basis of results from 4,200 youngsters who were tested throughout the country along with standards of eligibility for Silver, Gold, and Champ awards. Suggestions for improving levels of physical fitness and a selected bibliography are included.

121. American Alliance for Health, Physical Education, and Recreation, and Council for Exceptional Children. Recreation and Physical Activity for the Mentally Retarded. Washington, D. C.: the Alliance, 1966. 96 pp.

A joint committee of the American Alliance for Health, Physical Education, and Recreation and the Council for Exceptional Children prepared this publication as a practical, sound approach to developing and conducting recreation and physical activities for mentally retarded persons and groups of all ages and functional levels. Material was prepared with three groups especially in mind--physical educators with little background or experience in working with mentally retarded persons, special educators with little technical knowledge about conducting recreation and physical activities, and parents or volunteers who lack background and training in both areas. Chapters deal with mental retardation, philosophy and practices of recreation in general and specifically for retarded persons and groups, program adaptations for retarded children, adolescents, and adults, and activities and techniques for conducting recreation programs for mentally retarded populations. An extensive annotated bibliography of source materials is included.

122. _____. Testing for Impaired, Disabled, and Handicapped Individuals. Washington, D. C.: the Alliance, 1975. 112 pp.

Provides information about physical fitness tests, perceptual-motor scales, and developmental profiles for use with impaired, disabled, and handicapped persons. Summaries of instruments in each of the listed areas contain information about where each device is available, what is measured and how it is measured, administrative considerations, and general comments.

123. American Alliance for Health, Physical Education, and Recreation, and Council for National Cooperation in Aquatics. A Practical Guide for Teaching the Mentally Retarded to Swim. Washington, D. C.: the Alliance, 1969. 160 pp.

Developed to help fill gaps in instructional and recreational swimming programs for mentally retarded persons, this guide is a composite of

ideas and experience of many individuals who have taught mentally retarded individuals to swim. It incorporates the successful, practical, and functional into a flexible and workable resource. A basic premise of the publication is that there is no single approach or sequence which guarantees success for every instructor with every student. Sections deal with swimming and mentally retarded, organizing and administering programs, methods, teaching progressions, stunts and games applied to swimming programs for mentally retarded individuals, pool facilities, behavior modification techniques for teaching swimming to mentally retarded persons, and a selected bibliography.

124. American Foundation for the Blind. How to Integrate Aging Visually Handicapped Persons into Community Senior Programs. New York, New York: the Foundation (15 West 16th Street, 10011), 1971.

Describes efforts of five diverse communities--Buffalo, Rochester, Syracuse, New York City, and Long Beach (Long Island)--for integration of older blind persons into community programs. It emphasizes the cooperation among different community agencies, the need for properly trained staffs, and reliable transportation programs.

125. Anooshian, Vaujan Barney. A Survey of Problems Arising from the Integration of EMR Boys in the California High School Regular P. E. Class. Master's thesis. Claremont, California: Claremont Men's College (91711), May 1961.

This survey was undertaken to determine effects adherence to California School Code (i.e., section on part of the school day in integrated situations) regarding educable mentally retarded children minors had on instructional practices of California high school boys' physical education classes. Of primary concern was identification of problems confronting physical education instructors when educable mentally retarded boys were integrated with nonretarded students in regular physical education classes.

+126. Auxter, David. "Integration of the Mentally Retarded with Normals in Physical and Motor Fitness Training Programs." Journal of Health, Physical Education, Recreation 41:7: 61-62; September 1970.

127. Avedon, Elliott M. Recreation and Mental Retardation. Washington, D. C.: U. S. Government Printing Office (20402), 1966.

The subject of recreation for the mentally retarded is discussed: examples of activities for the retarded at home, in school, in community and agency programs are given. Resource information provided.

128. Avedon, Elliott M., et al. Activating Community Resources for Therapeutic Recreation Services, Final Report. New York, New York: Comeback, Inc. (16 West 46 Street, 10036), February 1966.

Included are six topics pertaining to the development of research, consultation, information, and related services in therapeutic recreation. The topics deal with the following: role of the specialist in the community, communication processes among project staff and between staff and the community, identifying community resources, implementation of therapeutic recreation at three demonstration sites, and achieving objectives of therapeutic recreation. Also included are basic approaches to specific situations in different communities. Appendixes contain methods of using community resources, teenage volunteers, applications for services, and a sample skill inventory.

129. Avedon, Elliott M., and Frances B. Arje. Socio-Recreative Programming for the Retarded. New York, New York: Teachers College Press, 1964.

Development of a rationale and procedures for organizations and various groups to sponsor recreative programs for the retarded are presented. The goal of a sponsoring organization should be to prepare the community to assume ultimate responsibility for supporting and maintaining a comprehensive program of socio-recreative service for the retarded. Included are sections listing consultation and related sources, selected bibliographic materials, national trends and legislation influencing service.

130. Bain, Margaret F., and Clarence Grosso. "Day Camps Serve Handicapped and Non-Handicapped." Camping 47:6: 5-7; April 1975.

Describes a day camp that integrates over 700 handicapped and non-handicapped children.

131. Barkley, Allen L., and Pamela Robinson. "Ticket to Re-Integration." Journal of Leisurability 2:3: 3-10; July 1975.

Recreation staff of a psychiatric hospital facilitated the re-integration of patients into the community by issuing tickets to community recreation events at a reduced rate. Number of in-hospital free recreation activities was limited. Administrative details are described.

132. Berryman, Doris L., project director. Enhancement of Recreation Service to Disabled Children, Part I. Report of a three-year study supported in part from the Children's Bureau, U. S. Department of Health, Education, and Welfare. New York, New York: New York University (School of Education, 10003), 1971.

This is the final report of a study to: (1) obtain an estimate of the type and quality of recreation services provided to physically disabled and mentally retarded children and youth in a representative national sample of a wide variety of agencies, organizations and institutions in the public, voluntary, and private sectors; (2) develop recommended standards and criteria for provision of recreation services to handicapped children and youth; (3) identify problems and obstacles encountered by recreation resources which do provide services to physically disabled and mentally retarded children and youth and discover the reasons why some resources provide these services to non-disabled children and youth

only; and (4) write, and prepare for distribution, pamphlets which will assist communities and their agencies, organizations, and institutions in the initiation, improvement and/or expansion of recreation services to physically disabled and mentally retarded children and youth.

133. _____. Planning Project for the Development of Recreation Services in Rehabilitation Centers. Final Report supported in part from the Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare. New York, New York: New York University (School of Education, 10003), n.d.

Analysis of responses from the Planning Project indicates that though there hasn't been any appreciable change since 1959 in the proportion of agencies providing recreation services, there has been an increase in the proportion of agencies using full-time personnel to plan and conduct recreation services. Results also show that there is considerable divergence among rehabilitation agencies concerning almost every aspect of providing recreation services; administrative structure of services; and educational level and background of staff conducting services.

134. _____. Recreation for Disabled Children: Guidelines for Parents and Friends. Report of a three-year study supported in part from the Children's Bureau, U. S. Department of Health, Education, and Welfare. New York, New York: New York University (School of Education, 10003), 1971.

Provides guidelines for parents and others concerning how to find recreation services, how to start a recreation program, and examples of successful programs.

135. Berryman, Doris L., Annette Logan, and Bernard Broginsky. Serving Disabled Children: Guidelines for Recreation Agencies. Report of a three-year study supported in part from the Children's Bureau, U. S. Department of Health, Education, and Welfare. New York, New York: New York University (School of Education, 10003), 1971.

Final report of Health, Education, and Welfare grant giving guidelines for including all levels of disabled children in community recreation programs.

136. Birenbaum, Arnold, and Arthur L. Schwartz. Recreation for the Mentally Retarded--A Community Based Program. New York, New York: New York Association for Help of Retarded Children, November 1968.

The major objective of this three-year research and demonstration project was to test feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. Twenty-seven groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and

needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. Results indicated that expansion will occur in the next ten years and that the program was both needed and feasible.

137. "Blind Children in an Integrated Physical Education Program." New Outlook for the Blind, March 1966.

*138. Bodley, Dean, et al. Physical Education Guide for the Exceptional Child. Ann Arbor, Michigan: Ann Arbor Public Schools (Physical Education Department), November 1970. (ED 061 683)

Guide is intended to assist physical education teachers in dealing with atypical children in their regular classes. Adapted physical education is seen as integration of handicapped children into regular physical education classes by understanding their special needs and how to program for them. Outlined are policies and procedures of the school system, as well as general educational objectives for the handicapped child. Focused upon are 18 specific health-related, sensory, orthopedic, mental, and neurological disabilities. Brief discussion of each disability covers definition, causes, symptoms, related problems, and general teaching suggestions. Recommended physical activities are listed for 15 major categories and additional subcategories of handicaps. Selection criteria for measurement and other evaluative procedures are listed.

*139. Boninger, Walter B., editor. Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Education and Recreation Programs. Cleveland, Ohio: Cleveland Society for the Blind, 1970. (ED 046 147)

A special education workshop (Cleveland, Ohio, October 9-10, 1969) for integrating blind children with sighted children into ongoing physical education and recreation programs is described. Ophthalmological, social and psychological aspects of blindness relative to participation in physical activities; mobility and orientation in relation to physical education; highlights of Dr. William Freeberg's presentation; and summation of workshop's activities are included. Question and answer periods at the end of each presentation are also recorded.

*140. Boston University, New England SEIMC. "Descriptions of Innovative Training Programs Directed Toward: 1. Integration of Children with Special Needs in Regular Classroom. 2. Serving Severely Handicapped Children." Presented at Conferences on Educational Program for Exceptional Children (Plymouth, Massachusetts, October 2-4, 1972) and Institutional Development and Dissemination in Teacher Education (Chicago, Illinois, January 18-19, 1973). Boston, Massachusetts: New England SEIMC (Boston University), 1973. (ED 081 146)

Presented alphabetically by state or university are approximately 35 descriptions of innovative training programs directed toward integration of children with special needs in regular classrooms, and toward severely handicapped children.

+141. Brace, David K. Physical Education and Recreation for Mentally Retarded Pupils in Public Schools. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1966. 55 pp. (IRUC Order # 1117; $5.50.)

The final report of this national survey presents status of physical education and recreation opportunities provided mentally retarded children in the nation's public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers; results are based on 1,589 responses (37.6 percent) from these individuals. The final report is presented in 11 sections: (1) General Summary; (2) Primary Schools; (3) Elementary Schools; (4) Junior High Schools; (5) Senior High Schools; (6) Enrolled with Normal Pupils; (7) Schools Including All Grades; (8) Boys in Physical Education with Normal Pupils; (9) Boys in Physical Education Classes Separate from Those for Normal Pupils; (10) Girls in Physical Education with Normal Pupils; and, (11) Girls in Physical Education Classes Separate from Those for Normal Pupils.

142. Buell, Charles. "How to Include Blind and Partially Seeing Children in Public Secondary School Vigorous Physical Education." The Physical Educator 1:29: 6-8; March 1972.

Briefly discussed are common attitudes toward blindness and how-to-do-it information on including blind and partially seeing children in public secondary school vigorous physical education. Improper attitudes and lack of knowledge about the physical potential of blind students are said to account for the lack of vigorous physical education actitivites in many public schools. Sources for implementing a physical education program are given. Also mentioned are appropriate class placement of the student in unmodified activities and methods of instruction for use with blind children.

143. _____. Physical Education and Recreation for the Visually Handicapped. Washington, D. C.: American Alliance for Health, Physical Education and Recreation, May 1973. 80 pp.

This manual presents practical information which supplements and pulls together knowledge previously published about specific program areas in physical education and recreation for the visually handicapped. The guide was developed for use by personnel in community programs, residential facilities and/or special programs and emphasizes that the increasing number of visually handicapped persons in regular and special classes have a tremendous need for physical fitness and motor proficiency. Three major parts present information about blindness, methods and activities, and bibliographical references.

+144. _____. "Physical Education for Visually Handicapped Children." Journal of Health, Physical Education, Recreation 42:4: 63-64; April 1974.

Article suggests some adaptations which have proved effective in enabling blind students to participate in physical education activities with the rest of their sighted class. Suggestions pertain to ball games, track and field and physical fitness tests, tag games, races, and other activities.

+145. Buell, Charles E., and Angelo Montagnino, Jr. "Blind Children Integrated into Physical Education Classes in New Jersey Schools." AAHPER Update, p. 3, February 1976.

Fear of injury is the most common reason given for not including blind students in regular physical education and sports programs. However, New Jersey schools have not evidenced greater incidence of injury among blind students. Examples of blind students participating in regular programs in that state are given.

146. Bultena, G., and V. Wood. "Leisure Orientation and Recreational Activities of Retirement Community Residents." Journal of Leisure Research 2:1: 3, 11; 1970.

147. Burnette, Wanda L. "Who Handicaps the Handicapped?" American Corrective Therapy Journal 28:3: 71-76; May-June 1974.

148. Burpee, Jane. "Educational Camping Tours of Western Canada, Integrating Handicapped and Non-handicapped Teenagers." Canadian Journal of Occupational Therapy 41:2: 10; Summer 1974.

An educational travel experience for 32 people in two separate groups was conducted to afford those unable to travel due to handicap or financial cause an opportunity to see and learn about Canadian geography. Other goals of the program were to integrate handicapped and nonhandicapped youth into one program, to provide experience in camping, travel, and self-help skills, and to provide experience in living in a large group containing others from different social and cultural backgrounds. It was felt that objectives of the trip were achieved successfully.

+149. Bushell, Shirley, and Jerry D. Kelley. Providing Community Recreational Opportunities for the Disabled. Urbana, Illinois: Office of Recreation and Park Resources, Department of Recreation and Park Administration, College of Physical Education and Cooperative Extension Service, College of Agriculture, University of Illinois, June 1974. 23 pp. (IRUC Order # 113; $2.30; $1.20 in reduced copy.)

Discusses how disabled people have been excluded from community recreation programs and ways to ensure that they are included.

150. Bybokas, J. S. Attitudes of Recreation Administrators Towards Disabled Persons. Master's thesis. New York, New York: New York University, 1968.

151. Cain, Tom. "An Alternative to Special Olympics!" Journal of Leisurability 3:1: 3-7; January 1976.

A recent effort to integrate 50 handicapped adults into the Southern Alberta Games (Canada) was considered far better than segregated athletic programs. Events for handicapped athletes took place in the midst of events for nonhandicapped participants, with opportunities for interaction among all. Problems and considerations are discussed.

+152. "Camp Hidden Valley." Journal of Health, Physical Education, Recreation 42:5: 73-74; May 1971.

A description is given of Camp Hidden Valley, the Fresh Air Fund's Camp for boys and girls 8 to 12 years of age which enrolls both handicapped and nonhandicapped campers. The children are accepted on the basis of financial and personal needs. The handicapped campers have a wide variety of disabilities; adaptation in facilities and activities is made in an unnoticeable manner.

153. Canadian National Institute for the Blind. Philosophy of Recreation. Toronto, Canada: the Institute (1929 Bayview Avenue), 1972.

General statement is given of aims and beliefs of the recreation programme of the Canadian National Institute for the Blind. Examples are given of activities and aims. Integration of the blind with the sighted community is discussed.

+154. Christensen, Dagney. "Programs for Handicapped: Creativity in Teaching Physical Education to the Physically Handicapped Child." Journal of Health, Physical Education, Recreation 41:3: 73-74; March 1970.

Based upon her programs, a fifth grade teacher presents ways to include physically handicapped children in the regular physical education program. Adaptations allowing a cerebral palsied boy to participate in typical unit activities such as football, basketball, and rhythms are listed. Primary movements which can be attempted by the physically handicapped are also listed. Suggestions for using various pieces of equipment are made.

+155. Citron, Lester. "Tin Cans and Blind Kids." Journal of Health, Physical Education, Recreation 42:4: 64; April 1974.

Article points out fun, exercise, and perceptual training benefits blind children can obtain from kicking tin cans, and outlines a game which can be played with them.

156. Corbin, Charles B. A Textbook of Motor Development. Dubuque, Iowa: William C. Brown Company Publishers, 1973.

Contents describe characteristic motor development patterns of children, reasons as to why children develop as they do and speculation regarding potential motor performance of children. Knowledge of motor skill progression and use of stated evaluative criteria will assist the reader to determine motor development skills of program participants.

157. Cordellos, Harry. Aquatic Recreation for the Blind. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1976. 128 pp.

The author, who is blind himself, provides a first-hand account of unique problems facing visually impaired persons in aquatic activities. Emphasis is on safety first. Topics covered include diving, survival swimming and lifesaving, small craft safety, water skiing, and scuba diving.

158. Cratty, Bryant J. Perceptual and Motor Development in Infants and Children. New York, New York: The MacMillan Co. (866 Third Avenue), 1970.

Discussion of research findings with relationship to perceptual and motor developmental stages in infants and children. Information is given for assistance in analyzing sequential skills and evaluating each individual's functional levels.

*159. Deschin, Celia S., and Marygold V. Nash. Children Together: The Effect of Integrated Group Experiences on Orthopedically Handicapped Children. New York, New York: New York Service for the Handicapped, January 1971. (ED 048 680)

To study the effect of organized group activities in community centers and settlements on physically handicapped children's mental health, 230 children participated in a two-year demonstration project. Mental health was defined as the child's social functioning in home and school and as reflected in the child's self-image; and it was hypothesized that the mental health of mildly physically handicapped children improved through recreational activities with their non-handicapped peers. It was also speculated that no special or additional staff would be needed. Data was obtained through interviews with the children, families, teachers, group leaders, and placement counselors. Researchers felt that, after comparing factors concerning the families, the school and the children's self-evaluations, the children showed improvement attributed to associating with their nonhandicapped peers. The second hypothesis concerning staffing was not confirmed. Recommendations for community centers, schools, and adult education to benefit the mental health of physically handicapped children were made.

160. Dibner, Susan Schmidt, and Andrew S. Dibner. Integration or Segregation for the Physically Handicapped Child? Springfield, Illinois: Charles C. Thomas, Publisher, 1973.

A two-year field study on physically handicapped children in summer camps is directed to the subject of integration of the handicapped child with normal youngsters in camps. Addressing itself to the questions of whether or not integration provides a more "normal" life situation, whether it affects a handicapped child's self-esteem, whether overprotectiveness lowers the self-esteem of the disabled child, and whether there are unforeseen effects of commitment to integration, this book is intended for planners of services for handicapped children, therapists, educators, recreation specialists, parents, and social scientists.

161. _____. Report on Studies of Integrated Camping. Boston, Massachusetts: Easter Seal Society for Crippled Children and Adults of Massachusetts, Inc. (9 Newbury Street, 02116), October 28, 1968. (Mimeo. Report)

A program in 1967 on integrating handicapped children and youth into summer camps for nonhandicapped children was considered successful on the basis of evaluation by questionnaires, personal interviews and field visitations. The handicapped children were put into semi-integrated, fully integrated and day integrated situations; general conclusions were made at the end of the study that the handicapped children enjoyed camps and gained from the experience. Evidently, previous camp experience was not related to camp adjustment nor was the length of time in attendance. Suggestions for future study were to examine the social interaction in models of different social structure and the development of training materials for counselors.

+162. Dunn, John M. Mainstreaming: An Overview. Paper presented at American Alliance for Health, Physical Education, and Recreation National Convention, Atlantic City, New Jersey, 1975. 12 pp. (IRUC Order # 385; $1.20)

Focuses on three concerns: what is meant by the term mainstreaming, why there is so much discussion about this concept today, and what are implications for physical education.

163. The Easter Seal Directory of Resident Camps for Persons with Special Health Needs, 10th Edition. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults (2023 West Ogden Avenue, 60612), 1977. $2.00.

Includes residential camps which identify themselves as serving individuals with physical, mental, social, and/or emotional handicaps, or those that have adapted their programs to accommodate persons with disabilities.

164. Elder, Jack. "Special Olympics and Mainstreaming." Tennessee Journal of Health, Physical Education, and Recreation, 14:2: 17; Spring 1976.

Special Olympics need not imply segregation or removal of the retarded child from the mainstream of life. However, some trainable and severely retarded children will always require a special segregated program.

165. Ellis, Mary Sue. Meeting the Camping Needs of Handicapped Children in Camps for the Non-handicapped. Master's thesis. Columbus, Ohio: Ohio State University (43210), 1957.

+166. Expanding Physical Education Services to Pupils with Handicapping Conditions: Summary Report. Madison, Wisconsin: Department of Research and Development, Department of Specialized Educational Services, Madison Public Schools, September 1974. 64 pp. (IRUC Order # 1177; $6.40.)

Reports findings of a task force in Wisconsin, which investigated need for and ways to broaden scope of physical education and recreation services to handicapped students in Madison Public Schools.

167. Flax, Norman, and Edward Peters. "Retarded Children at Camp with Normal Children." Children 232-237; November-December 1967.

This study supports acceptance and integration into camp life of handicapped children with normal peers.

*168. Folman, Rosalind, and Milton Budoff. Social Interests and Activities of Special and Regular Class Adolescents and Compared by Learning Potential Status. Volume 2, Number 26. Cambridge, Massachusetts: Research Institute for Educational Problems, 1972. (ED 062 752)

Low achieving regular class and educable mentally retarded (EMR) special class adolescents from a white, low-income, urban district were administered the learning potential procedure and were interviewed to determine differences in their after-school, non-academic activities. Few differences were reported in the social interests and activities of these two samples. The more able special class students reported themselves to be more isolated socially, engaged in more passive activities, or in athletics, did not belong to peer groups, disliked group activities, and said they did not desire to change their situation. The less able (nongainer) students reported more active social involvements with their peers. Data indicated that nongainers give socially desirable responses which do not reflect their actual behaviors.

169. Forman, Edward. "The Inclusion of Visually Limited and Blind Children in a Sighted Physical Education Program." Education of the Visually Handicapped 1:4: 113-115; December 1969.

Physical education program at a school serving normally sighted and visually impaired children is described. Skills necessary for the integration of the two groups in recreational activities are discussed. Games and adaptations used are also described.

170. Friberg, R. A Social Distance Scale for Measuring Public Attitudes Toward Persons with Physical Disabilities. Master's thesis. Madison, Wisconsin: University of Wisconsin (53706), 1966.

171. Fuchigami, Robert Yoshimitsu. An Investigation of the Extent of Integration and Some Related Factors Affecting the Social Relationships of Educable Mentally Handicapped Children in Illinois. Doctoral dissertation. Urbana, Illinois: University of Illinois (61801), 1964.

Analysis of data collected by questionnaire and by interview of 111 high school EMH boys ages 16-18 showed that: (1) EMH pupils were assigned more frequently to non-academic type regular classes such as physical education and music for part of the day; (2) high school EMH boys were participating more in neighborhood activities than in social activities related to school; and (3) that EMH boys with intelligence scores above 60 generally participated in more social activities in school and in their neighborhood than EMH boys with intelligence scores below 60.

172. Geddes, Dolores. Physical Activities for Individuals with Handicapping Conditions. St. Louis, Missouri: The C. V. Mosby Company, 1974.

This book provides practical information for modifying physical activities for individuals with handicapping conditions such as subaverage intellectual function (mild to moderate and severe/profound degrees), learning problems, visual impairments, hearing difficulties, orthopedic conditions, and emotional problems. A noncategorical approach to physical education and recreation for individuals with various handicapping conditions is employed that facilitates integrating handicapped persons into programs; program activities based upon individual social-emotional, mental and physical functional levels of each participant are suggested. Contents include: (1) examples of behaviors that might be developed by participants; (2) sequences of developmental activities; (3) suggestions for general and specific activity modifications; (4) behaviors to be developed in courses of adapted physical education or physical education and recreation for the handicapped, or in-service training programs; (5) references for evaluative criteria; (6) information about equipment and supplies; and (7) data about national resources and listing of audio visual aids.

173. Geiselman, T. D. A Comparative Analysis of the Integration--Participation Patterns in Recreation of Mental Patients Grouped According to Diagnosis. Master's thesis. Chapel Hill, North Carolina: University of North Carolina (27514), 1963.

174. Godfrey, Barbara B., and Newell C. Kephart. Movement Patterns and Motor Education. New York, New York: Appleton-Century-Crofts (Division of Meredith Corporation, 440 Park Avenue, South), 1969.

This book contains information on motor activity, movement patterns and a Movement Pattern Profile. The profile provides checklists that are designed to evaluate the major basic human movement patterns and are intended to give a status assessment of patterns fundamental to human performance which form the foundation of human movement. Walking, running, jumping, hopping, skipping, sliding, crawling, climbing, rolling, standing, throwing, catching, hitting, kicking, pushing, and pulling are movements included. These checklists are suitable for use by either trained or untrained personnel.

175. Grosse, Susan J. "Mainstreaming the Handicapped Swimmer: Rights and Responsibilities." The Journal of Physical Education 73:2; November/December 1975.

Lists rights and responsibilities of handicapped persons who wish to enter regular swimming programs, and the rights and responsibilities of swimming instructors. Mainstreaming must be approached on an individual basis.

176. Hall, Nancy F., and Jack D. Oliver. Handicapped Camper Integration Project. Lansing, Michigan: Easter Seal Society for Crippled Children and Adults, Inc. of Ingham County (2901 Wabash Road, 48910), August 15, 1973.

A project is described for integration of minimally to moderately handicapped children and youth into "normal" residential camp programs near Ingham County, Lansing, Michigan. The project was jointly funded by the United Cerebral Palsy Association of Michigan. The overall organization, administration, implementation, and evaluation of the project is presented in this report. Subjective evaluation, questionnaires completed by the Camp Director, Counselor and parent in addition to verbal conversations with the campers indicated the majority had successful experiences in peer group social relationships and understanding in addition to enjoyment of the camp situation.

177. Haun, Paul. "The Place for Recreation in Mental Health. Part II." Parks and Recreation 1:12: 974-975, 986-987; 1966.

The community mental health center is seen as an administrative entity which could achieve the meaningful integration of therapeutic resources in the community. The professional recreation worker's inclusion in this body would mean eradication of the barrier between therapeutic recreation and community programming for the normal population.

178. Hayes, Gene. "The Integration of the M.R. in a Day Camping Program--A Demonstration Program." Journal of Mental Retardation 7:5; October 1969.

179. Hayter, Stewart. "Blind People and Recreation Programmes." Recreation Canada 29:6: 26, 34; 1971.

180. Hemphill, J. D. A Comparative Study of Selected Abilities of Mongoloids in the Community and the Institutional Setting. Master's thesis. Chapel Hill, North Carolina: University of North Carolina (27514), 1969.

181. Hutchinson, Margaret L. "Maximizing Transfer Benefits of Special Programs." Journal of Leisurability 2:4: 2-8; October 1975.

Illustrates the role of segregated programs in the continuum of community services and examines ways of assisting the individual in the transition from segregated to integrated programs. The challenge for therapeutic recreation personnel is to make recreation programs enjoyable but at the same time help participants ungrade skills and gain confidence.

182. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped. Annotated Listing of Films: Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1976. 128 pp.

This guide lists 314 annotations of films and media presentations dealing with various aspects of physical education, recreation, sports, camping, outdoor education, and perceptual motor activities for individuals with handicapping conditions. Information given in each listing includes name of film, size, sound, color, time duration and source of borrowing, renting, or purchasing. Annotations include pertinent information such as subject area, scope and purpose of film, type of handicapping condition dealt with, activities and methods

demonstrated, equipment employed, and interpretive statements on content and prospective usage by personnel. Films described are intended for use on a selective basis in a variety of situations including conferences, conventions, public and non-public school classes, classes in higher education, workshops, clinics, institutes, in-service/pre-service programs and seminars.

+183. _____. Guide for Financial Assistance and Program Support for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants: Innovation and Success Stories. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, May 1973. 37 pp. (IRUC Order # 9; $3.70.)

In addition to federal or state support funds, local communities have other resources for obtaining complete or supplementary financial assistance. The person responsible for obtaining these monies must discover these resources and decide which approach to use in soliciting funds. This publication is designed to help in fund-raising by describing effective methods and successful ventures and by describing types of agencies, organizations and groups which have provided support in the past in various communities.

+184. _____. Guide for Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, June 1973. 92 pp. (IRUC Order # 8; $9.20.)

Homemade and inexpensive equipment, supplies, and adapted devices are described for use in physical education, recreation, camping, playground, and related programs for individuals with handicapping conditions. The publication was developed to fulfill the need for such apparatus for use with program participants who were in large groups, had different interests, exhibited diverse abilities or who were in programs with limited budgets. Materials are adaptable to, applicable for, and usable by groups and individuals for all ages, descriptions, and functional levels.

185. _____. Guide to Information Systems in Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1975.

Compilation of information about resources, including collection/retrieval/dissemination systems/centers/networks, relevant to recreation, physical education, and related program areas for impaired, disabled, and handicapped persons to aid students, educators, practitioners, volunteers, parents, and researchers. For each resource information is provided about the scope of the resource, characteristics which further describe or delimit the resource and its user, and specific directions providing users with direct access to information contained in the system's data base.

+186. _____. State Provisions and Regulations for Physical Education for the Handicapped. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, June 1974. 70 pp. (IRUC Order # 15; $7.00.)

This survey of state laws and regulations revealed that of 46 responding states and the District of Columbia, 27 states make some provision for providing adapted physical activities to children with various handicapping conditions. Provisions vary greatly from state to state and do not always cover all aspects of adapted physical education or children with a handicapping condition.

+187. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, and Council for National Cooperation in Aquatics. Information Sheet: Aquatics for the Impaired, Disabled, and Handicapped. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1972. 31 pp. (IRUC Order # 2; $3.10.)

Contacts are provided for obtaining information about what others have been doing, and personnel and material resources about swimming and aquatic programs for impaired, disabled, and handicapped persons.

+188. Johansen, Gladys. "Integrating Visually Handicapped Children into a Public Elementary School Physical Education Program." Journal of Health, Physical Education, Recreation 42:4: 61-62; April 1971.

Integration of visually handicapped children into a public elementary school physical education program is discussed. Activities used to attain the listed objectives of such an integrated program are described (body conditioning exercises, rope jumping, physical fitness tests, games and relays, tumbling, pole climbing, balance beams, stunts, self-testing activities, and ice skating).

189. Keck, S. Annette, et al. Day Camping for the Trainable and Severely Mentally Retarded: Guidelines for Establishing Day Camp Programs. Springfield, Illinois: Division of Mental Retardation, Department of Mental Health (401 South Spring Street), April 1970.

Regular and consultant staff of Herman M. Adler Zone Center (Champaign, Illinois) prepared this manual to meet the needs of community recreation personnel for a handbook on camping for the trainable and severely mentally retarded. Sections deal with administering a day camp, physical activities, arts and crafts activities, music activities, sample schedules, forms, job descriptions for staff, materials, and a selected bibliography.

*190. Klein, Genevieve, editor, et al. COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Year 1. Tucson, Arizona: Tucson Public Schools; Arizona Children's Home; and Tucson Child Guidance Clinic, 1967. (ED 023 205)

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the Covert School (children offered vital educational retraining and therapy) was designed to initiate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures.

191. Kramer, Edward J. To Develop Guidelines to Assist Specialized Agencies Serving the Blind Children to Establish Programs that will Prepare the Participants to Move into Non-Segregated Programs. Master's thesis. New York, New York: New York University, 1968.

An informational questionnaire survey of all agencies serving blind children ages 1-13 in New York State was utilized, in addition to a survey of available literature, to determine current programs in those agencies. A questionnaire of a matched random sample of general recreation agencies serving children of the same ages was used to develop a Criteria Rating Scale in order to establish criteria for moving blind children into non-segregated programs. An Activity Rating Scale was used to identify those programs which would assist blind children to move into non-segregated programs.

192. Kratz, Laura Elizabeth. Movement Without Sight. Palo Alto, California: Peek Publications, 1973.

This publication is designed to provide an understanding of the implications of movement for individuals with various visual impairments. Part I describes definitions of blindness and roles of relaxation, posture and locomotion, physical fitness and teachers. Discussion is given to safety factors and other aspects of movement behavior specific to persons with visual problems or who are blind. Part II discusses special methods useful in programing physical activities, basic teaching principles, methods for organizing and managing classes and administering programs, progression in and characteristics of play behavior, modifications for individual activities, rhythms, dance, recreational and lifetime sports, evaluation and motivation.

193. Kronick, D. "Making Exceptional Children a Part of the Summer Camp Scene--Camp Directors Can Help Handicapped Children Cope with Real Life by Assuring Success in the Camp Setting." Canadian Camping 22:2: 22-24; 1970.

A message to camp directors concerns the integration of disabled children into a normal camp. Discussion follows on how this can be accomplished to the benefit of all campers and staff.

194. _____. "You Can Make Exceptional Children Part of Your Regular Summer Camp." Camping Magazine 44:2: 14, 16; 1972.

Discusses the integration of disabled children into a normal camp for benefit of all campers and staff. The setting is Camp Tonekee in Canada.

195. Leake, Sandra A. Camping for Handicapped Children: Integration with Normal Children in a Normal Camp Setting. Master's thesis. Lawrence, Kansas: University of Kansas (66044), 1966.

196. Lisenco, Yasha. Art Not by Eye: The Previously Sighted Visually Impaired Adult in Fine Arts Programs. New York, New York: American Foundation for the Blind (15 West 16th Street, 10011), 1971.

Participation of visually handicapped persons in community art programs is the focus of this book. It is based on the teaching and media techniques the author has developed as head of the adult art program at the Jewish Guild for the Blind, New York City. Written primarily for art teachers and administrators of art programs in schools, colleges, professional art schools, and community centers, Art Not by Eye will also be of interest to agencies for the blind that have or are considering starting their own art programs. In addition to the actual media and techniques that blind and visually impaired persons can use to create their own art, the book contains sections on blindness in general, how the blind person perceives, teaching the blind person, and how to use museums.

197. "Mainstreaming: 'We Did a Terrible Thing in Sending Ed to Camp.'" Exceptional Parent 7:3: 21-26; June 1977.

Case history report of a 14-year old youngster with minimal brain damage who voluntarily went to summer camp with nonhandicapped adolescents. Explores problems that Ed had at camp and how he and his family adjusted.

198. Marson, Ruth. Recreation for the Handicapped in the Community Setting--A Guide for Community Recreation Departments, Neighborhood Centers, Other Agencies Concerned with the Recreation Needs of the Handicapped. Arlington, Virginia: National Recreation and Park Association (1601 North Kent Street, 22209), 1965.

The two parts of this manual give a summary of data from a national survey of public recreation programs for ill and disabled in selected communities and guidelines for the development of community recreation programs for the ill and disabled. Included are definitions of the disabled--physically, mentally, and emotionally--with discussions of their recreation needs and the administrative and programing aspects of community programs.

199. Marx, Orrin H., and Alfred Healy. Physical Ability Rating Scale. Iowa City, Iowa: University Hospital School (The University of Iowa, 52240), 1971.

The physical ability rating scale was devised to evaluate physically handicapped children attending The University of Iowa Hospital School. Since 1957 this scale has been expanded and used to determine (1) activities physically handicapped children can and cannot perform (2) activities learned during training programs, and (3) regressions occurring during training programs. This scale lists developmental activities that emphasize motor tasks and activities of daily living during the growth period from birth through infancy to six years of age.

200. Miller, E. A. An Analysis of Recreation for the Ill and the Handicapped in Selected Local Public Recreation Systems. Master's thesis. Urbana, Illinois: University of Illinois (61801), 1963.

+201. Miller, Oral O. "Blind Bowling." Journal of Health, Physical Education, Recreation 42:4: 59-60; April 1971.

Article deals with physical education and recreational activities for the visually handicapped. Explanation is given about bowling for the blind, mentioning in particular the activities of the American Blind Bowling Association.

202. Millman, Robert N. Integration of the Physically Handicapped in Elementary School P. E. Programs. Master's thesis. Springfield, Massachusetts: Springfield College (01109), 1964.

*203. Milwaukee Public Schools. Second Interim Report of the Broadly-Based Community Study of Exceptional Education. Milwaukee, Wisconsin: the Public Schools (Division of Curriculum and Instruction), October 1972. (ED 071 222)

Presented are recommendations of a Milwaukee public school study for the purpose of providing a meaningful, effective, and comprehensive educational program for exceptional students. Included are 15 program recommendations about communication services, sensory motor provisions, the handling of behavior and learning disabilities, and provision for intellectual differences.

204. Minkoff, Harry. "Integrating the Aging Visually Handicapped into Community Groups in New York City." New Outlook for the Blind 69:9: 396-398; November 1975.

Reports results of a three-year funded project to integrate aging visually impaired persons into community senior citizen programs in three neighborhoods in New York City. A special program in an area nursing home is also described.

205. Mundy, Jean. Florida State University Diagnostic Battery of Recreative Functioning for the Trainable Mentally Retarded. Tallahassee, Florida: Florida State University (Department of Recreation, 32306), 1966.

This instrument measures skills, abilities, and competencies needed by an individual if he is to participate successfully in different recreational activities. By looking at an individual's profile, the recreation leader can guide the participant into activities consistent with his level, degree, and kind of ability so he will have a greater chance for mediate success and achievement.

206. Murphy, Patricia. A Special Way for the Special Child in the Regular Classroom. San Raphael, California: Academic Therapy Publications, 1971.

Guidelines for regular class activities in sensory training and academic skills are presented with the intention of helping the underachieving elementary school child. For each area of concentration in class activities, the need for the skill and suggested activities to develop the skill are presented briefly. Concentration areas in perceptual development covered include art activities, auditory training, color discrimination, form discrimination, gross-motor training, ocular control, speech development, tracing exercises, visual-motor coordination, and visual recall. Guidelines for improving reading and arithmetic achievement are also provided. Numberous commercial games and toys are suggested as fun instructional materials for the various skill areas. Appended is a list of 31 commercial outfits making the games and toys suggested and their addresses.

207. National Association for Retarded Citizens. Recreation Handbook for State and Local Unit Recreation Committees. Arlington, Texas: the Association (2709 Avenue E East, 76011), n.d.

The handbook describes importance of recreation in the lives of mentally retarded persons and presents current needs and problems in this area, discusses part played by Associations for Retarded Children in expanding recreational programs and services for retarded citizens, and suggests desirable organizational structure, functions, and goals for an ARC Recreation Committee.

208. Neal, Larry. An Investigation of Attitudes Toward and Participation of Special Education Teenagers and Their Nonretarded Peers in Oregon's State Parks. Doctoral dissertation. Eugene, Oregon: University of Oregon (97403), 1969.

209. Nezol, A. James. "Physical Education for Integrated Blind Students: Its Relationship to Sociometric Status and Recreational Activity Choices." Education of the Visually Handicapped 4:1: 16-18; March 1972.

Examined relationship of high quality physical education programs for 60 blind junior and senior high school students placed in regular classes to social attitudes of their seeing peers and to the kind of recreational activity they favored. Major finding was a significant intercorrelation among blind students' higher sociometric status, higher quality physical education opportunities, and a choice of active recreational activity.

210. Palter, E. "Exceptional Children." Canadian Camping 24:2: 10, 18-19; 1972.

Discussion is given on how the following groups of exceptional children can fit into a camp setting: gifted children, mentally deficient, physically disabled, physiological problems (diabetic, allergies), perceptually disabled, emotionally disturbed and culturally enriched or culturally deprived children.

211. Pershe, Robert. "The Dignity of Risk and the Mentally Retarded." Mental Retardation, February 1972.

In Denmark and Sweden, there is a growing interest in granting mentally retarded persons their fair and prudent share of risk-taking in their daily living. Denying the mentally retarded exposure to normal risks commensurate with their functioning tends to have a deleterious effect on both their sense of human dignity and their personal development. In addition, the removal of all risk diminishes the retarded in the eyes of others. The normalization procedures employed in Sweden include normal risk in community recreational experiences: youth clubs are composed of both college student and mentally retarded members who are required to find their own way from home to the clubroom and sometimes the club leaders deliberately leave the members in the middle of a day's outing so the mentally retarded have to figure out for themselves how to get home.

212. Peters, Edward N., Muriel W. Pumphrey, and Norman Flax. "Comparison of Retarded and Non-Retarded Children on the Dimensions of Behavior in Recreation Groups." American Journal of Mental Deficiency 79:1: 87-94; July 1974.

Seventy EMR children were placed in adult-led recreation groups of non-retarded children at a community center over a four-year period to investigate the extent to which EMR children can participate in such groups.

213. Peterson, Carol Ann. "Why We Can't Wait: Implications of Public Law 94-142 for Recreation and Park Personnel and Programs." West Virginia Recreation and Park Review 3:6: 15-18; May-June 1977.

Presents an overview of 94-142 and discusses its relationship to recreators in all fields of specialization.

+214. Pomeroy, Janet. "Graduation in Recreation Program." Journal of Health, Physical Education, Recreation 40:9: 79-80; November-December 1969.

A description is given of a graduation ceremony for 72 mentally retarded adults who participated in a program at the Recreation Center for the Handicapped, San Francisco, that was designed to help them integrate into community recreation programs. Information is given on organization and administration procedures, program development and inter-agency cooperation.

215. _____. "The Handicapped are out of Hiding: Implications for Community Recreation." Therapeutic Recreation Journal 8:3: 120-128; 3rd Quarter 1974.

A discussion is given of current normalization and deinstitutionalization procedures which place mentally and physically handicapped persons in community recreation settings. The San Francisco Recreation Center for the Handicapped is used as a model for providing program information.

+216. Poutt, Robert M. Normalization. Presentation at Aquatics '77: A New Perspective. Vancouver, Canada: The University of British Columbia, 1977. 20 pp. (IRUC Order # 540; $2.00.)

Discusses the principle of normalization and presents aquatic activities for the handicapped

217. Pritchard, Marianne. "Happiness is Being Included." Leisurability 3:2: 25-29; April 1976.

The Oakville, Ontario, Canada, Parks and Recreation Department operated the Happiness Is Being Included (HIBI) program in July and August 1975. Physically impaired children were integrated into a variety of playground, youth center, and camp programs. Program is described in terms of objectives, strategy for meeting objectives, background, and observations.

218. Pumphrey, Muriel, et al. "Participation of Retarded Children in Regular Recreational Activities at a Community Center." Exceptional Children 36:6; February 1970.

+219. Recreation and Handicapped People. Proceedings of a National Forum on Meeting the Recreation and Park Needs of Handicapped People, August 15-16, 1974. Washington, D. C.: The President's Committee on Employment of the Handicapped. 64 pp. (IRUC Order # 106; $6.40.)

Problems and issues involved in providing recreation and park services for handicapped individuals are described and solutions suggested. Both handicapped persons and providers of recreation and park services were included in this forum.

220. Resnick, Rose. "The Specialized Camp as Preparation for Integration." The New Outlook for the Blind 66:10: 374-376; December 1972.

Reviewed are some of the characteristics and benefits of camps for handicapped children. The specialized camp is seen to be a chance for handicapped children to be free from overprotective parents, to live and learn in an atmosphere of understanding and encouragement, and to experience their potential for self-reliance. Noted are some of the adaptations in camp procedures and equipment dictated by the nature of the handicap accommodated. Described is how the skills, knowledge, and success experiences gained at the specialized camp will help nonhandicapped children in other camp, school, or social situations.

221. Richardson, Gloria. "An Integrated Summer Program." The Pointer 18:3: 235; Spring 1974.

A special education teacher discusses a summer program of free play, arts and crafts, games, motor exercises, art, music, and field trips for educable and trainable mentally retarded children and their "normal" brothers, sisters and cousins.

222. Richardson, Steven A., Linda Ronald, and Robert E. Kleck. "The Social Status of Handicapped and Non-handicapped Boys in a Camp Setting." The Journal of Special Education 8:2: 143-152; Summer 1974.

Examines friendship and preference choices of handicapped and non-handicapped children who had an opportunity to get to know each other over an extended period of time in a camp setting.

223. Robb, Gary M. "Camping for the Physically Handicapped: A Rationale and Approach." Rehabilitation Literature 34:5: 130-133; May 1973.

Offered are a rationale and an approach to camping for the physically handicapped. Noted is the trend toward integrating the handicapped into regular camp programs. The attitudes of camp directors toward the handicapped child are seen to often exclude him from the regular camp program.

224. Seagle, Edward E., Jr. A Study of the Feasibility of Integrating Blind, Deaf, and Non-Handicapped Youngsters in an Outdoor Resident Camp Setting. Master's thesis. Provo, Utah: Brigham Young University, 1974.

Thirty out of fifty camps surveyed responded to a questionnaire on integration of blind, deaf, and non-handicapped campers. Results indicated that this type of integration is feasible and beneficial to all involved.

+225. Seaman, Janet A. "Attitudes of Physically Handicapped Children Toward Physical Education." Research Quarterly 41:3: 439-445; October 1970.

An attitude scale was devised to sample attitudes of orthopedically and neurologically handicapped secondary school children toward physical education. Two additional instruments, a self-rating scale and personal questionnaire, were used as criteria by which the validity of the attitude inventory could be checked. The three instruments were administered to two groups of orthopedically and neurologically handicapped children, one of which participated in a regular physical education program, while the other took part in an adapted physical education program. It was discovered that children in the regular physical education program had a more favorable attitude toward physical education than those in the adapted physical education program. It was also found that the attitude scale was a highly reliable instrument when used with these children. There was a significant relationship between the attitude inventory score and the subject's self-rated opinion of his attitude. Subjects expressing the most favorable attitudes participated significantly more in physical activities outside the school than did the latter group.

226. Seidner, R. A. Transition to the Community of Socially Inadequate Adolescent Psychiatric Patient: A Pilot Project. Master's thesis. Madison, Wisconsin: University of Wisconsin (53706), 1969.

+227. Sherrill, Claudine. Agruments for Mainstreaming: A Humanistic Rationale. Denton, Texas: Texas Woman's University, n.d., 16 pp. (IRUC Order # 550; $1.60.)

Presents arguments in favor of mainstreaming handicapped children into regular schools and activities based on humanistic reasons. Suggests a new definition for adapted physical education considering mainstreaming trends.

228. Spinak, Jerry. "Normalization and Recreation for the Disabled." Journal of Leisurability 2:2: 31-35; April 1975.

Traces the historical development of recreation for the ill and disabled and discusses the impact of normalization on current community recreation practices.

229. Stein, Julian U. Physical Fitness in Relation to Intelligence Quotient, Social Distance, and Physique of Intermediate School Mentally Retarded Boys. Doctoral dissertation. Memphis, Tennessee: George Peabody College for Teachers (37203), June 1966.

Purpose of this study was to investigate changes in physical fitness in relation to intelligence quotient, changes in social distance, and physiques of intermediate school mentally retarded boys after their participation in a regular physical education program for one school year. An additional purpose of this study was to investigate changes in physical fitness among intermediate school boys from the total range of IQ groups found in the public schools of Fairfax, Virginia, after their participation in physical education programs of various ratings.

230. Stein, Julina U., and Lowell A. Klappholz. Special Olympics Instructional Manual...From Beginners to Champions. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation and The Joseph P. Kennedy Jr. Foundation, 1972.

Contents include activities, methods, teaching/coaching hints, drills, devices, and sequenced progressions appropriate for youngsters of all ages and at all performance levels in physical fitness, track and field, volleyball, and swimming. Each section contains information about basic, intermediate, and advanced fundamentals in each activity, progressive teaching sequences, and detailed practice schedules or lesson plans. The manual is fully illustrated with line drawings and includes selected references for future stuay and reference.

+231. Stein, Julian. "Sense and Nonsense About Mainstreaming." Journal of Physical Education and Recreation 47:1: 43; January 1976.

Emphasizes that there are many levels of mainstreaming in physical education services: participation in regular programs, halfway house or intermediate programs, and special (segregated) programs. Negative attitudes are a major barrier to successful mainstreaming.

232. "Summer Programmes 1969 Across Canada." Deficience Mentale/Mental Retardation 19:4: 6-9, 34; 1969.

Parks and recreation boards are cooperating with associations and agencies in the planning, coordinating, and integration of recreational programs. Swimming, day-camp programmes, day playgrounds and residence camps are available in Canada. Efforts are being exerted to solve the problem of transportation and to see that more mentally retarded children in rural areas are afforded the opportunity to attend a summer programme.

233. Thompson, Morton. "In the Community: The Status of Recreation for the Handicapped as Related to Community and Voluntary Agencies." Therapeutic Recreation Journal 3:2: 20-23; 2nd Quarter 1969.

Results of questionnaires sent to 2,000 community recreation departments were discussed. A total of 427 respondents indicated that they had some recreational programsor facilities for physically handicapped or mentally retarded persons. The variety and popularity of the programs, administration, transportation, and financial support were outlined.

234. U. S. Department of Interior. "Trends for the Handicapped." (Andy Leon Harney, editor.) Trends, July/August/September 1974. pp. 2-32.

Information is presented concerning making parks and recreation areas accessible to handicapped persons. Topics covered include (1) Who are the Handicapped?; (2) The Handicapped Speak About Their Recreation Needs; (3) Planning for Everyone; (4) Public Facilities: Legal Obligations; and, (5) Nature Trail for the Senses. Other information is presented on barrier free design and facility specifications.

235. Voss, Donald G. Physical Education Curriculum for the Mentally Handicapped. Bulletin No. 2102. Madison, Wisconsin: Wisconsin Department of Public Instruction (126 Langdon Street), September 1971.

236. Wessel, Peter. "Handicamp." The Rotarian, 25-27; April 1977.

Describes an integrated, international summer camp for both handicapped and able-bodied young men and women. Sponsored by Rotary districts of Norway, the camp accommodated 70 persons ages 17-19 from 30 nations.

237. Wienke, Phoebe A. Adaptations and Modifications of Selected Physical Education Activities for Blind Children Participating with the Sighted. Master's thesis. De Kalb, Illinois: Northern Illinois University (60115), 1963.

Three totally blind girls were integrated into a junior high school physical education class and participated in activities such as basketball, body mechanics, calisthenics, fitness tests, gymnastics, locomotor skills, softball, track and field and trampoline. Adaptations and modifications included a Braille diagram board and basketball scoreboard, a posture manikin, and an indoor starting block. The study concluded that with suitable adaptation, modification, and teaching aids, blind children could participate actively in physical education classes with sighted children.

238. _____. "Blind Children in an Integrated Physical Education Program." The New Outlook for the Blind, March 1966.

A public school physical educator makes suggestions for an integrated physical education program based upon her experience with blind children in her program.

+239. Williams, F. Neil. "Physical Education Adapts to the Visually Handicapped." Journal of Health, Physical Education, Recreation 35:?: 25-26; March 1964.

A discussion of participation of blind and partially sighted students in physical education programs is presented in a survey report on the subject. Ninety percent of the students enrolled in the 36 state (not identified) blind and other schools who returned survey forms were taking physical education (date of survey not given).

240. Wintsh, Hermann. "Integration." Deficience Mentale/Mental Retardation 21:1: 46-47; 1970.

The completion of special education of mentally retarded individuals should be followed by a period of integration into society. To that end, it will be necessary to concentrate on preparation for useful employment, assistance in taking advantage of leisure hours, possibly in the company of other MR's; solving housing problems by leaving them in the parental home, placing them in foster homes, or placing them in special homes.

241. Woodworth, Woody. "Camp Counseling on Wheels." Accent on Living 20:5: 85-88; Summer 1976.

The author, who has cerebral palsy, describes his efforts to become a camp counselor. He was hired by Camp Henry Warren, a Massachusetts Easter Seals Society Camp serving both disabled and able-bodied youngsters.

+242. York University Faculty of Environmental Studies. A Report to the Civitan International Foundation of Canada and the Ontario Association for the Mentally Retarded on the Integration of the Retarded into Regular Residential Camps. Toronto, Ontario, Canada: York University, 1974. 64 pp. (IRUC Order # 117; $6.40.)

This study was undertaken to develop some guidelines for integrating mentally retarded persons into regular camping and recreational activities.

IV. BIBLIOGRAPHY: PART C

AUDIOVISUAL MATERIALS

243. All My Buttons (16mm, sound, color, 28 minutes).
National Association for Retarded Citizens, 2709 Avenue East, P. O. Box 6109, Arlington, Texas, 76011.

This film version of a televised public forum presents problems of custodial residential facilities for mentally retarded adults and discusses difficulties encountered by many retarded adults in the community. A great deal of emphasis is given to off the job hours and the potential of community programs and activities for improving life styles of many mentally retarded adults. Efforts are made to provide information for building positive attitudes toward and for eliminating misconceptions about mentally retarded persons; retarded adults have the same need for companionship and fun as other people. Implications for and challenges to recreation personnel are presented. How many recreation programs are open and available to retarded adults? To what degree are retarded adults being helped to enjoy living and life? How are they being helped to manage increased freedom in the community? Approaches for enabling retarded persons to become a part of communities are discussed. No longer can the waste of human lives and personal potential be rationalized or justified. Basic tools to change behavior of both retarded persons and the lay public are available. Public acceptance must be obtained if any type of community integration is to be attained. Throughout this film many statements are presented to stimulate discussion and debate about both general and specific ways to meet the varied needs of mentally retarded adults.

244. Color Her Sunshine (16mm, sound, black & white, 17 minutes).
Audio-Visual Center, Indiana University, Bloomington, Indiana, 47401.

Mary is a 21-year old woman with Down's Syndrome. This film is about Down's Syndrome, Mary, and her parents who chose to keep her at home rather than in an institution. Mary's mother narrates most of the film and describes events from the time she was told that Mary had Down's Syndrome through Mary's childhood and up to the present. The film focuses on abilities of individuals with Down's Syndrome, such as their abilities to master simple vocational skills, daily living skills, and household tasks. The necessity for training in self-help, motor, and leisure skills for a child to reach full potential is stressed by Mary's mother. Mary's ability to do such tasks as bedmaking, washing dishes, cooking, and ironing is illustrated; she is seen along with other mentally retarded adults at a sheltered workshop. Mary and others are shown participating actively in swimming, diving, dancing, bowling, listening to records, painting-by-number, and playing cards. Although Mary is successfully living in a world outside an institution in the mainstream of life, the film raises the question of what happens when her parents die.

245. Here I Am (16mm, sound, black & white, 31 minutes).
Worthington, Hurst and Associates, 333 North Michigan Avenue, Chicago, Illinois, 60601.

Training of mental health therapists is shown in a Head Start program in Chicago in which both emotionally disturbed and non-involved children participate independently and together. Actual therapy sessions are shown as troubled children develop awareness of the therapist. Some of the children act out their anger and take out frustrations on the therapist. Many of the therapeutic activities are of a play and recreational nature. The importance of child-therapist relationship is evident as the child attends to the therapist and tasks at hand. This is an important step in developing confidence in self as a prerequisite for returning to the regular Head Start classroom. When the child returns to the regular classroom, formal therapy sessions are over but the therapist serves as a back-up resource to classroom teachers. When the classroom is revisited two years later, both children around whom therapy sessions had been built are shown participating actively on the playground and with their classmates.

246. Kevin is Four: Early Development of A Child Amputee (16mm, sound, sepia, 28 minutes).
Audio Visual Department, Ohio State University, Columbus, Ohio, 43210.

Kevin has multiple amputations--below elbow of the left arm and below knee of the right leg--and other congenital malformations. Although only four years of age, he has had both prosthetic arm and leg for over two years. Normal development is shown along with early use of prosthetic devices. Role of occupational therapists in helping him gain use of the arm device is discussed. He is shown at play, riding a tricycle, and attending a preschool nursery with able-bodied children. With unlimited mobility and ambulatory ability, Kevin participates in activities appropriate for any child his age--see-saw, swing, swim, and even using a file. With over 2,000 congenital amputees born each year, the importance of early prosthetic fitting and training is crucial and emphasized as a means by which these children can be integrated in and participate fully in community, family, and school activities.

247. The Madison School Plan (16mm, sound, color, 18 minutes).
AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California, 90028.

The Madison School Plan describes an innovative learning center concept providing for the education of exceptional children in a setting allowing free flow of children between regular classes and specialized facilities. It shows the elimination of traditional disability grouping for all but administrative purposes and illustrates an instructional program linked to a continuous assessment of those educational variables which operate to hinder performance of exceptional children in regular classrooms. Labels are done away with as children move progressively through three levels--pre-academic I, pre-academic II, and academic I--to the regular classroom (academic II). In each of the levels youngsters are given increasing opportunities to function in

groups with less individualized attention and support, and to use regular lessons and curriculum materials. Tangible rewards are reduced as youngsters move toward regular classroom placement.

248. Normalization (16mm, sound, color, 15 minutes).
Atlanta Association for Retarded Citizens, 1687 Tully Circle, N. W., Atlanta, Georgia.

Acceptance of differences in other people is the basic theme of this film. Although presentations are applicable to all developmentally disabled individuals, mentally retarded persons are used as bases for discussions. The concept of normalization is presented along with criteria for implementation. Basic requirements for the normalization process include group homes in communities for adults--the most important lack in the process--and adoptive homes for children. Other needs and requirements for normalization include advocates, a balanced school day, comprehensive services involving physical and recreation specialists, vocational training centers, spiritual guidance, medical attention, guaranteed voting rights, and opportunities for wholesome use of leisure. Every individual is entitled to as normal life as each can handle and enjoy in gaining acceptance and understanding of other people.

249. Not Just A Spectator (16mm, sound, color, 26 minutes).
Town and Country Productions, 21 Cheyne Row, Chelsea, London, 3W3 5HP. Available in United States from International Rehabilitation Film Library, 20 West 40th Street, New York, New York, 10018. Purchase $350; Rental $20.

Within their own capabilities some disabled people have distinguished themselves in national and international sports competition. However, because of lack of leadership, inaccessible facilities, and inadequate transportation, the majority of disabled people have been denied chances to take part in--or even try--physical recreation activities. This film, produced in cooperation with the Disabled Living Foundation (London), shows something of the many--between 40 and 50--and sometimes unlikely activities that challenge, give personal satisfaction, and provide pleasure to a great number of people with different handicapping conditions. Whether mountain climbing, playing basketball, angling, sailing, kyaking, caving/spelunking, wheelchair dancing, or taking part in less strenuous bird watching or checkers, transportation, facilities, adapted devices, and leadership are available. Able-bodied and disabled participate together; sensible adaptations of usual activities are presented; and similar leisure interest of able-bodied and disabled are emphasized. Social and physical benefits of active participation and what can be achieved pervade the basic message of this film--sports and recreation help make the life of a disabled person worth living.

250. Out of Left Field (16mm, sound, color, 7 minutes).
American Foundation for the Blind, 15 West 16th Street, New York, New York, 10011. Purchase $25; Rental $6.

This film, narrated by Peggy Cass, is based upon American Foundation for the Blind sponsored workshops in Baltimore, Maryland, and Raleigh, North Carolina, which emphasized integrating blind and visually impaired youth with their sighted counterparts in community-based social, recreational, and athletic activities. These workshops had actual demonstrations of typical recreational and athletic activities conducted on an integrated basis. Representative of demonstration activities shown in the film are trampoline, rhythms, cards, baseball, basketball, chess, music, swimming, diving, bowling, tether ball, pool, wrestling, singing, and dancing. Panel discussions of blind, visually impaired, and sighted youth feature discussions of how they meet problems of integration in these activities.

251. Partners in Play (16mm, sound, black & white, 20 minutes).
United States Public Health Service, Audio-Visual Center, Chamblee, Georgia, 30341.

Experiences of personnel at Parsons State Hospital (Kansas) in successfully obtaining a community recreation department's cooperation and support for integrating 65 mentally retarded and 70 nonretarded residents in a standard summer camping program are shown and discussed. Included are sequences depicting methods, approaches, and procedures used in organizing and administering the camp, orienting the staff, and conducting activities. Emphasis is on effective activities and approaches and the role of play in growth and development of all children, including the mentally retarded.

252. Paula (16mm, sound, color, 7 minutes).
March of Dimes National Foundation, Box 2000, White Plains, New York, 10602.

Paula, five-year old poster girl of the National Foundation, tells her own story in collaboration with her mother. Despite severe birth defects--open spine, club feet, and water on the brain--she is shown taking part in activities at home, in school, and at play with her parents, brother, and classmates in regular school and community programs.

253. The Promise of Play (16mm, sound, color, 22 minutes).
Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California, 91775.

This is a film report on a Title VI ESEA program of physical education for orthopedically impaired children at Loma Vista School, Palo Alto (California) Unified School District. The program shown is designed to (1) involve severely disabled children in games and activities enjoyed by their peers, (2) adapt equipment and activities to help each child succeed, (3) integrate orthopedically involved children more fully into regular school programs through games and sports, and (4) teach specific skills to enhance each child's physical health and self-image. In addition to a variety of developmental activities in which an orthopedically impaired second grade youngster practices different

physical and motor skills, the film shows the child participating with second grade classmates in relays which emphasize that individual differences do not need to keep people apart. As one of a team, every youngster must do his or her part.

254. Readin' and Writin' Ain't Everything (16mm, sound, color, 22 minutes). Detroit Film Collective, 2680 West Grand Boulevard, Detroit, Michigan, 48208.

This documentary film provides an enlightening look into mental retardation from personal and community view points. A young man presents his view of life in a typical custodial, residential facility in which there is much rocking, bizzare behavior, and head banging. When he gets out, "...it felt like a million..." as he became free, independent, and dependable. He is shown working at a hospital, in his own apartment where he has privacy, and in a second job as a bus boy because of need for more money to meet expenses. Even though he can't read or write, he can work and make it on his own in the world. New approaches and description of other programs in Michigan are discussed. Other examples emphasize the variety of activities in full services programs for mentally retarded children. Parents discuss their own children who cover a wide age range. The film is a vehicle for creating greater understanding of mental retardation and a tool for fostering and supporting progressive programs and full community services for retarded persons.

255. The Santa Monica Project (16mm, sound, color, 28 minutes). AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California, 90028.

The Santa Monica Project engineered classroom demonstrates a clearly designed set of educational procedures easily applied to typical public school classes for educationally handicapped and/or emotionally disturbed children 6 to 15 years of age. It is designed to bring overt behavior of children into line with minimum standards required for learning. The program helps lengthen children's attention span, promotes successful accomplishment of carefully graded tasks, and provides an environment with rewards and structure. The hierarchy of educational goals described includes the following sequence: attention, response, order, exploratory, social, mastery, achievement. Each student works within this structure at tasks for which he is rewarded in terms of attaining goals and fulfilling objectives in which he needs special attention. Although many of these children may regress and take a step backward, this program and special approach is designed to help him then take two forward.

256. Scouting Unlimited (slide-audio cassette, color, 15 minutes). Boy Scouts of America, North Brunswick, New Jersey, 08902. Purchase $9.80.

This slide/cassette presentation on Scouting for mentally retarded boys was developed cooperatively by the Boy Scouts of America and National Association for Retarded Citizens. As mentally retarded boys are seen actively involved in all three Scouting programs--Cubs,

Boy Scouts, and Explorers--many misconceptions about both retardation and scouting are dispelled. The boys as well as their parents and leaders discuss values of Scouting. Emphasis throughout this presentation is upon similarities--not differences--among all boys and contributions of Scouting in promoting physical, mental, social, and emotional development of retarded boys. Focus is on fun in both special and integrated troops, camps, and related activities. Various problems and ways both Scout Service Agencies and Associations for Retarded Citizens can assist in solving them are discussed. An important message of the presentation is need to involve more retarded boys in Scouting.

257. Those Other Kids (16mm, sound, color, 25 minutes).
Audiovisual Library Service, Continuing Education and Extension, University of Minnesota, 3300 University Avenue, S. E., Minneapolis, Minnesota, 55414.

Basic to this presentation is the philosophy that children are children regardless of handicapping conditions. Children with special problems can learn and they have the legal right to receive every opportunity that is offered to their nonhandicapped peers. This film provides basic information about the development of special education. It presents legal developments that have guaranteed the right to education for every child regardless of the type or severity of his or her condition. Bases for due process are discussed in terms of prior notification, impartial hearings, representation by counsel, examination of evidence before trial, review of evidence and presentation of witnesses, right to cross examine, independent evaluation of the child, and accurate records of hearings. The full continuum of special education services is discussed including regular classroom placement with or without consultation and/or itinerant teachers; regular classroom placement plus resource room and/or specialist assistance; regular and part-time special class placement; full-time special class placement; special day school; residential school placement; and hospital placement.

258. To Live On (16mm, sound, color, 26 minutes).
Joseph Bulova School of Watchmaking, 40-24 62nd Street, Woodside, New York, 11377.

To the theme of "Oh Lucky Me" students at The Joseph Bulova School of Watchmaking tell the story of the school and what it means to them and their lives. The total program at the school is shown including information about available courses in watchmaking and watch repair. Supportive services such as personal and vocational counseling, physical therapy, and preparation for community life are discussed. An underlying philosophy of the school and goal for students is to attain personal independence and a life of normal activities in the community. Recreation and wheelchair sports are extremely important in this process. Among activities in which students have opportunities for active participation and shown in the film are basketball, weight-lifting, swimming, archery, boating, and less vigorous activities such as checkers and chess. The importance and significance of opportunities to take part in national and international wheelchair games are expressed by those who have

participated. The basic philosophy of the school, its staff, and students is summed up in the motto, "If I'm going to be something, I'm going to be the best."

259. To Serve A Purpose (16mm, sound, color, 15 minutes).
Bureau of Education for the Handicapped Community College, Project in Therapeutic Recreation, Department of Leisure Studies, B-53 IMPE Building, University of Illinois, Urbana-Champaign, Illinois, 61820. Purchase $65.

Rationale for and purposes of therapeutic recreation are presented through discussions with and comments of leaders in the field. Roles of therapeutic recreation specialists in a variety of settings, with individuals having various handicapping conditions, and in different activities are shown. Points are accentuated and punctuated with a background of participants of all ages taking part in a wide array of indoor and outdoor, active and passive recreational activities in separated as well as integrated programs. Evolving roles in leisure counseling are discussed along with job potential for individuals with various amounts to training and experience. The film provides an introduction to the who, what, why, where, when, and how of therapeutic recreation.

260. Where Do the Children Play? (16mm, sound, color, 15 minutes).
National Association for Retarded Citizens, 2709 Avenue E East, Arlington, Texas, 76011

Today many severely or profoundly mentally retarded children do not have to be institutionalized--they can live at home if there are appropriate services in the community to meet individual and family needs. This documentary film stresses need for community day training programs for such children. In the film hopes of a young couple are shattered when their first child is diagnosed as profoundly retarded. The option of community-based services is contrasted with the traditional alternative of institutionalization.

261. World of Deaf-Blind Children: Deaf-Blind Circus (16mm, sound, color, 8 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Interaction of deaf-blind children at Perkins School for the Blind (Watertown, Massachusetts) with people in the community is emphasized and reemphasized throughout this film. The vehicle for such communication is a circus brought out of isolation at the school and into the real world. In this way deaf-blind children become integral parts of both sound and community situations that are highlighted by interactions between circus performers and their audience. The fact that emotion can only be expressed when it is shared is vividly shown. Involvement of this type is crucial to deaf-blind children because of the continuous nature of their learning. Key to opening doors for them is communication, vital ingredient to promote and maintain give and take with the community and social contact with the world.

OTHER PUBLICATIONS ALSO AVAILABLE FROM AAHPER

THE BEST OF CHALLENGE

A compilation of the best articles from *Challenge*, AAHPER's newsletter for persons working in the areas of physical education and recreation for the mentally retarded and handicapped. The book contains information on activities, approaches and procedures appropriate for severely and profoundly retarded as well as trainable and educable of all ages, in any situation and regardless of interests, abilities, and experience of leaders. Designed as a basic or supplementary text for college courses, and as a reference for workshops, clinics, seminars, institutes, classes, and similar in-service and pre-service programs. 1971

224 pp. (245-25124) $2.50

SPECIAL FITNESS TEST MANUAL

Explains the development of the test, which was adapted from the AAHPER Youth Fitness Test, and describes each of the seven test items and tells how each is administered. National norms for mentally retarded boys and girls, ages 8 to 18, are presented along with standards of eligibility for each award. 1968

56 pp. (242-07906) $1.00

RECREATION AND PHYSICAL ACTIVITY FOR THE MENTALLY RETARDED

Covers the objectives of recreation, brief description of mental retardation, what play can mean for the retarded, objectives and desired outcomes of programs in physical activity, organization and teaching, and suggested specific activities. Annotated bibliography of source materials. 1966

96 pp. (246-07726) $2.00

GUIDE FOR PROGRAMS IN PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED

Guidelines and suggestions for developing new programs or enriching and expanding already existing programs, including a self-evaluation procedure and format. 1968

80 pp. (246-07972) $1.25

PROGRAMING FOR THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION

Includes material on recreation and day care for the mentally retarded, a community recreation team approach to programing, play facilities and equipment, the role of motor activities in programs for the retarded, and recreation programing for the adult retardate. 1968

144 pp. (245-07942) $3.00

MOTOR ACTIVITY AND PERCEPTUAL DEVELOPMENT — SOME IMPLICATIONS FOR PHYSICAL EDUCATORS

The relationships between motor activity and perceptual development, including an annotated bibliography on selected readings. Reprinted from the JOHPER. 1968

8 pp. (245-07932) 25¢

PERCEPTUAL-MOTOR FOUNDATIONS: A MULTIDISCIPLINARY CONCERN

Highlights major addresses by leading authorities in various disciplines presented at the AAHPER sponsored Perceptual-Motor Symposium. Describes action programs for developing sensory and motor skills, personalizing early education, and providing developmental activities. 1969

160 pp. (245-08042) $3.00

PHYSICAL ACTIVITIES FOR THE MENTALLY RETARDED (IDEAS FOR INSTRUCTION)

Instruction in activities promoting fundamental motor development and the exploration of general areas of skill, designed for use by physical education instructors, classroom teachers, parents, and recreation personnel. 1968

137 pp. (245-07952) $2.00

PRACTICAL GUIDE FOR TEACHING THE MENTALLY RETARDED TO SWIM

Designed to help professionals and volunteers teach the mentally retarded to swim or to swim better. Sections deal with the instructional staff, volunteers and aides, pre-service and in-service training, community involvement, and include creative approaches which have been used successfully in aquatic programs. 1969

160 pp. (245-08078) $2.00

A RESOURCE GUIDE IN SEX EDUCATION FOR THE MENTALLY RETARDED

Ideas, suggestions, and materials representing a cross section of the thinking of professionals, volunteers, and parents from many organizations, agencies, and institutions. Prepared by a special committee of AAHPER and the Sex Information and Education Council of the United States. Includes materials applicable for and appropriate to educable or trainable retarded of all ages and developmental levels, with special sections to help parents and parent substitutes use the guide more effectively. 1971

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APPROACHES TO PERCEPTUAL-MOTOR EXPERIENCES

An overview of programs relating perceptual-motor experiences to movement education, motor abilities, reading readiness, and the problem child. Reprinted from JOHPER. 1970

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MOTOR ACTIVITY FOR EARLY CHILDHOOD

A series of articles and film list dealing with motor activity for children ages 3-8. Reprinted from AAHPER publications. 1971

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CHALLENGE

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